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ABSTRACT

The "All About Child Care: Instructor's Guide" is designed as a companion volume to the All About Child Care: Trainee's Manual. Like the manual, the instructor's guide is divided into 14 units covering health, safety, cognitive development, individual strength, language development, prereading skills, self concept, social development, staff, home/center communication, creativity, learning environment, physical development, and group management. Each of the units in the Instructor's Guide contains a sample agenda of activities, a list of suggested instructional techniques associated with the objectives for each unit, a posttest for each unit, and answer sheets for both the pretest and posttest. It is expected that the presentation of each of the units takes a minimum of 4 hours. Following the class presentation, the trainees require a minimum of 2 weeks, so that the total course can be offered within a 30 week period. (Author/RH)

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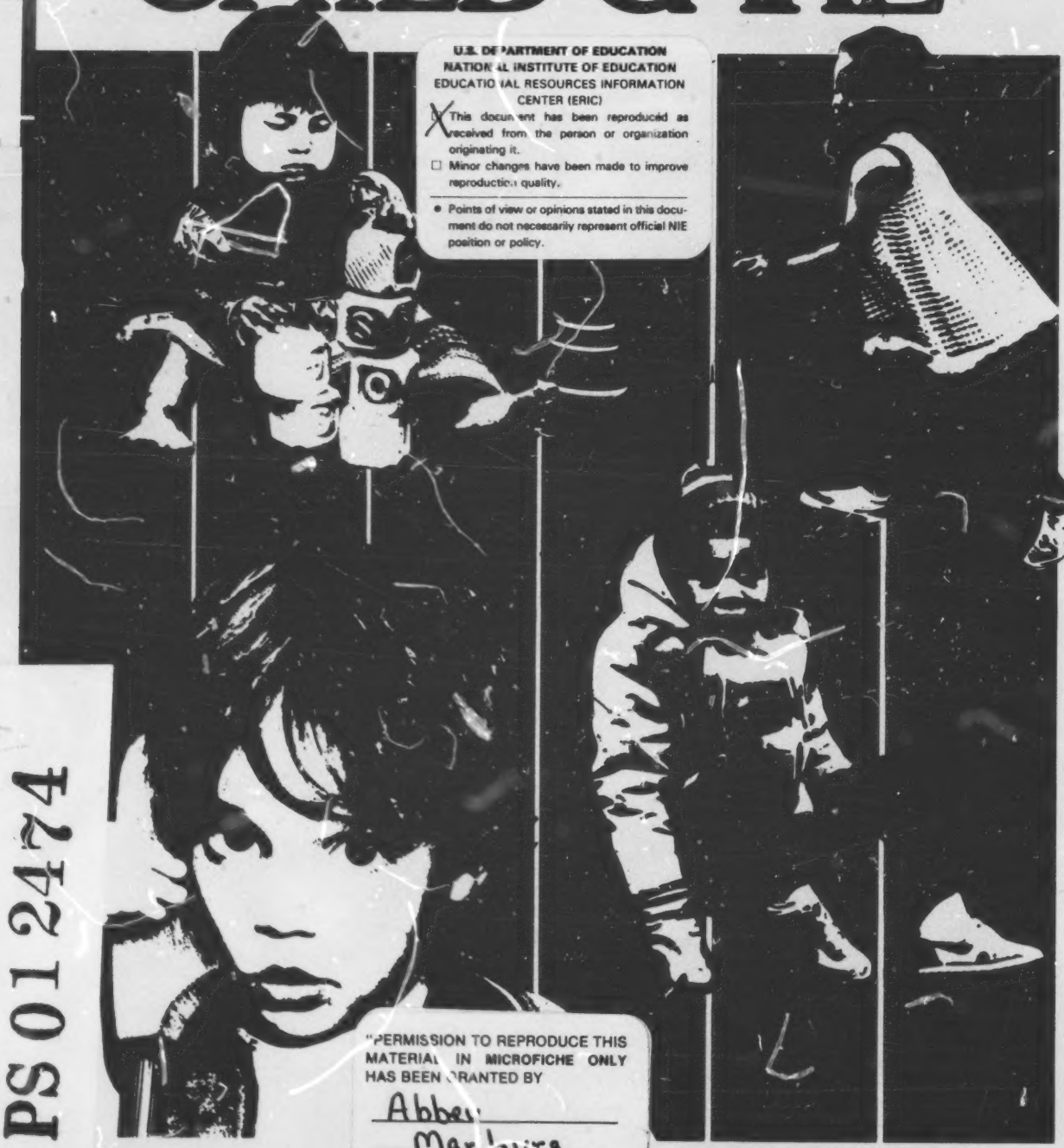
NOVA UNIVERSITY CURRICULUM

ALL ABOUT CHILD CARE



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INSTRUCTOR'S GUIDE

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NOVA UNIVERSITY CURRICULUM

ALL ABOUT CHILD CARE

INSTRUCTOR'S GUIDE

by
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and
Abbey Manburg

Nova University
Fort Lauderdale, Florida

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Design: Cynthia Fowler

INTRODUCTION

The Nova Child-Care Instructor's Guide is designed as a companion volume to the Nova Child-Care Trainee's Manual. Like the manual, the instructor's guide is divided into fourteen units:

Health	Language Development	Home/Center
Safety	Pre-reading Skills	Creativity
Cognitive Development	Self-Concept	Learning Environment
Individual Strength	Social Development	Physical Development
	Staff	Group Management

Each of the units in the Instructor's Guide includes the following material:

1. A sample agenda
2. A list of suggested instructional techniques associated with the objectives for each unit
3. A Post Test for each unit
4. Answer sheets for both the pretest and post test (Answers are not included for open-ended questions, with the exception of the first unit, which can serve as an example.)

THE TRAINEES - The Nova Child-Care curriculum has been written for a wide audience of child care students and staff. It can be used as a pre-service or in-service training program for child care workers and as the basis for Child Development Associate Training.

THE RATIONALE - The Nova Child-Care Curriculum provides a practical training program for child-care staff and trainees. It focuses on both the knowledge base and the practical skills essential to a child care provider.

In order to demonstrate competency as a child-care provider, the trainees are expected to:

1. Demonstrate a knowledge base in child growth and development
2. Demonstrate the achievement of competencies associated with the objectives in each of the fourteen units. These competencies can be demonstrated in three different ways:

   --By completing the Trainees' Manual
   --By demonstrating a particular activity or skill to an advisor
   --By developing a work-kit which includes samples of work performed in association with each unit

THE TIME TABLE - The presentation of each of the units takes a minimum of four hours. Following the class presentation, the trainees require a minimum of two weeks, so that the total course can be offered within a 30 week period.

I

SAFETY

AGENDA

Get Acquainted Safety Game	30 Minutes
Orientation	30 Minutes
A. Overview of Unit	15 Minutes
1. Definition	
2. Rationale	
3. Objectives	
B. Starting Points	15 Minutes
1. Pre-Test of Knowledge	
2. Self-Assessment of Skills	
BREAK	15 Minutes
C. Objectives	
1. To Maintain a Safe Classroom and Playground	20 Minutes
2. To Maintain Safe Patterns of Behavior	20 Minutes
3. To Know What to Do in Case of Emergency	20 Minutes
4. To Implement a Safety Curriculum	30 Minutes
D. Challenges	10 Minutes
E. Evaluation	15 Minutes

PRETEST

Directions: *Circle the most appropriate statement.*

1. Exit signs must be posted
   (a) on at least two doors in every classroom.
   (b) on all available exits within the classroom.
   ►(c) above every door in the classroom.

2. The fire evacuation plan must be
   (a) on file in every classroom.
   ►(b) posted in a conspicuous and pre-designated place in every classroom.
   (c) posted at every available exit.

3. Every adult working in a day care center should know the following number (or numbers) by heart
   (a) The telephone number of every child in the school.
   (b) The telephone number of the police and fire department.
   ►(c) 911

4. Fire drills must be held
   ►(a) Monthly
   (b) Weekly
   (c) Yearly

5. Fire extinguishers meet safety standards if, and only if,
   (a) they are checked and serviced yearly.
   (b) all adults in the classroom are instructed in their use.
   ►(c) all of the above.

6. Electrical outlets
   (a) are not allowed in a preschool classroom.
   ►(b) must be properly covered when not in use.
   (c) must be above child's reach or behind heavy equipment.

7. First aid materials must be
   (a) within reach of every child.
   ►(b) in a place in the classroom accessible to adults only.
   (c) in a locked drawer or file cabinet where children cannot get to it.

8. What do you do in case of a burn?
   (a) Put butter on immediately.
   (b) Wrap with tight bandage.
   ►(c) Apply ice.

9. What do you do in the case of bleeding?
   ►(a) Apply pressure.
   (b) Immerse in hot water.
   (c) Paint with iodine.

10. What do you do in the case of a nose bleed?
    (a) Tilt head way back and apply wet towel.
    (b) Stuff cotton in nose.
    ►(c) Tilt head back slightly, squeeze nostrils, apply ice to bridge of nose.

Directions: *Select the three most appropriate rules from this list.*

(1) Children should not talk in the classroom without teacher approval.

►(2) Children should not be allowed to walk behind swings.

►(3) Children should not stand on tables.

(4) Children should not be permitted free access to toys and equipment.

►(5) Children should not be permitted to hit, kick or bite other children.

(6) Children should not be allowed to operate any electrical equipment, even under careful supervision.

SAFETY

GET ACQUAINTED SAFETY GAME

Car	X-ray	Safety Plug	Non-Skid Runner
Electric Outlet	Carpet	Lock	Bannister
Gate	Staircase	Sunglasses	Life Preserver
Sun	Swimming Pool	Thimble	Light
Needle	Exit	Fire Screen	Helmet
Fire Place	Skateboard	Pot Holder	
Pot	Seat Belts	Lead Apron	

To play the get acquainted game write enough safety words on squares of paper so that each candidate gets one word. Ask the candidates to find their partners by matching up their safety words, e.g., car with seat belt, sun with sunglasses. When all partners are joined each member finds out three interesting things about his or her partner which he or she presents to the group. After the introduction, partners present a quick charade so that the group can guess their safety pair.

ORIENTATION

During the Orientation Session make sure to cover the following points:

1. Introduce yourself and any other instructors or advisors who will be working with you.

2. Describe the institution that is sponsoring the course.

3. If the course is part of a total program present an overview of the program. If the course is designed for CDA training or credentialling, describe the CDA concept and how the course fits into it.

4. Present an overview of the course describing the objectives, the time table, the format, and the Think-Through Sheets.

5. Describe the logistics associated with the course including grading policy, feedback on assignments, calendar, attendance policy, meeting rooms, smoking regulations.

6. Describe the student's work-kit. (If the course is being used for CDA credentialling, present CDA portfolio guidelines and sample portfolio, if available.)

7. Answer questions.

OVERVIEW

Begin the discussion by reading the definition included in the TRAINEE'S MANUAL. Elicit suggestions from the group on ways the definition could be changed or expanded. Continue with a discussion of the rationale and the objectives. Point out the relationship between objectives and competency--bringing out the point that for each objective they will need to provide evidence of their competency in one or more ways.

STARTING POINTS

The Starting Point materials in your Candidate's Workbook includes both a Pre-Test of Knowledge and a Self-Assessment of Skills.

PRE-TEST

The Trainees who feel competent in the area of safety may be given the option of demonstrating their knowledge by taking the Pre-Test. If they are able to complete the Pre-Test with not more than one error they may be given the option of completing the activities at the back of their packet without attending the class session or reading the materials.

For Trainees who do not choose the option of testing out of the unit, use the Pre-Test for discussion only.

Ask the Trainee to complete the test with a partner. Then discuss the answers with the total group.

SELF ASSESSMENT

After each person has checked off this list find out from the group where they see their greatest strengths and their greatest needs. Their answers will help you know what to stress during the rest of the class.

OBJECTIVES

Objective 1
TO MAINTAIN A SAFE CLASSROOM AND PLAYGROUND

Play a game with the group in which each pair writes down as many hazards as they can think of besides those that are listed in the unit. Let the first pair read their list. Each pair crosses out any hazard that is mentioned by another group. Let one member of each pair have a turn reading her or his lists but leaving out any item that has already been mentioned. The group with the most unduplicated, but plausible, items "wins".

Safety on the Playground: Discuss with the group problems teachers have in maintaining a safe playground. If the following types of problems are not mentioned by the group you may want to bring them up:

--Older children throwing debris, including glass, on the playground.
--Difficulty in getting maintenance people to keep equipment in good repair.
--Problems with pinworms.
--Problems with water, dust, or dirt.
--Problems with group management.

Objective 2
TO MAINTAIN PATTERNS OF BEHAVIOR THAT REDUCE THE CHANCE OF ACCIDENTS

Discuss with the group whether they feel that they are more likely to have a classroom that is too controlled or too wild.

Discuss situations in which teachers exert too much or too little control. Ask the group to suggest ways of changing their behavior.

Objective 3
TO DEMONSTRATE APPROPRIATE PROCEDURES TO FOLLOW IN CASE OF EMERGENCY

Role play first aid for each of the emergencies listed in the TRAINEE's MANUAL.

Objective 4
TO IMPLEMENT SAFETY CURRICULUM IN THE CLASSROOM

Write the following safety topics on separate pieces of paper. Divide into small groups. Let each group choose a topic and develop one craft idea and one game to teach a concept associated with the topics they have selected.

1. Traffic signs and signals.
2. Medicines and chemicals at home or in school.
3. Climbing or standing on high objects.
4. Using a scissors or a knife.
5. Fire safety and procedures.
6. Playing with matches.
7. Using playground equipment.
8. Following teacher's directions.

POST TEST

You are a safety inspector. You have been out on the playground in the first school on your list and noticed six things about the swing set that made you feel it should be repaired or replaced.

1. *It is not cemented into the ground.*
2. *The seats are broken.*
3. *The ground under the swings is hard-packed.*
4. *The swing is too close to the fence.*
5. *The chain is not strong enough, is not well-secured or is broken.*
6. _____

SAFETY

You have just visited a second school. You are pleased to find that:

A. The ground is free of debris.
B. All playground equipment is safely installed and in good repair.
C. All play equipment is appropriate for the preschool aged child.
D. The basic layout is excellent. There is plenty of of equipment, and there is sand under and around all climbing equipment. Still, you do not feel this is a safe playground for children because:

There is no fence around the playground.

There is no shade.

The sand around the climbing equipment is less than 8" deep.

II

HEALTH

AGENDA

Review of Unit I; Safety	20 Minutes
1. Definition, Rationale, and Objectives	
2. Sharing Materials and Experiences	
3. Questions and Comments	
A. Overview of Unit II: Health	30 Minutes
1. Definition	
2. Rationale	
3. Objectives	
B. Starting Points	20 Minutes
1. Pre-Test of Knowledge	
2. Self-Assessment of Skills	
BREAK	15 Minutes
C. Objectives	
1. To Build a Knowledge Base in the Area of Health	45 Minutes

2.	To Use Classroom Practices That Build Good Health Practices	40 Minutes
3.	To Implement a Curriculum on Health	40 Minutes
D.	Challenges	15 Minutes
E.	Evaluations	15 Minutes

PRETEST

Directions: *Choose the best answer by circling either a, b, c, or d*

1. What do you do if a child is ill or has an accident? (Assume that you do not have a school nurse.)
   (a) Call the parent
   (b) Call 911
   (c) Send a note home with the child
   ► (d) Any of the above depending on the nature of the illness

2. What do you do if a child comes down with a communicable disease?
   ► (a) Call the parent and isolate the child
   (b) Call 911
   (c) Send a note home with the child
   (d) It is usually not necessary to do anything because the other children have been innoculated

3. The primary reason for serving a morning snack is
   (a) That children and their parents have come to expect it
   (b) To insure a well balanced diet
   ► (c) To avoid mid-morning fatigue
   (d) To prevent overeating at lunch time

4. A teacher who wants to maximize the health of her children
   (a) Reads medical journals
   (b) Keeps a good supply of medication on hand for the children
   ► (c) is aware of the signs and symptoms of childhood illness
   (d) All of the above

Directions: *Match the following terms with their definitions*

G Strabismus	H Urinalysis	D Prophylaxis
I Snellen E Chart	B DPT	C Flouride
F Hemoglobin	A Pertussis	E Rubella

A. Whooping cough
B. Immunization against diptheria, tetanus and pertussis
C. A chemical used to prevent tooth decay
D. Cleaning (term used by dentists)
E. Another term for German measles
F. Oxygen bearing protein in red blood cells
G. Eyes cross
H. An analysis of urine to test for the presence of bacteria, blood or sugar
I. A test for visual acuity in children

Directions: *Match the left hand and the right hand columns*

Disease	Symptoms
D Chicken pox	A. Fever, sore throat, headache, vomiting, pin-point scarlet rash on body
C German measles	B. Fever, swelling of face under jaws
E Measles	C. Enlarged glands, slight cold, fever, reddish purple rash
B Mumps	D. Fever, itching, water blister rash
A Scarlet fever	E. Fever, cough, conjunctivitis, reddish purple spots

OBJECTIVES

Objective 1
TO BUILD A KNOWLEDGE BASE

1. Discuss the terms in the glossary with relevant additions elicited from the class.

2. Signs and symptoms of illness

   a. Reading and interpreting health records
   b. Symptomology of chronic conditions

   Signs and Symptoms of Illness:
   --Listless - unusually sleepy
   --Feverish
   --Palms of hands white
   --Conjunctiva (lower lid) pale
   --Unusually cranky and whiny - irritable
   --Eyes watery - skin eruptions - cold symptoms
   --Wetting, soiling or vomiting
   --Swollen glands
   --Rubs eyes excessively
   --Excessive scratching
   --Complaints of headache, nausea, dizziness or pain

3. Common contagious diseases

   a. Incubation period
   b. Prevention
   c. Duration

4. Schedule of immunization

5. The importance of maintaining complete health records on every child

6. Emergency treatment

   a. Knowledge of first aid
   b. Who to contact/what to say
   c. Classroom management during emergencies

7. The limits of teacher intervention or treatment

8. The importance of home/school contact in the area or health

Objective 2
TO USE CLASSROOM PRACTICES THAT BUILD GOOD HEALTH HABITS

1. Develop list with group

   a. Wash hands after toilet, before meals, snacks
   b. Label cots, blankets, toothbrushes, etc.
   c. Keep hands and fingers out of mouth
   d. Cover coughs and sneezes
   e. Have tissues on hand
   f. Show injury to teacher
   g. Cooperate with doctor, nurse, dentist
   h. Clean sink, floors, fountain, etc.

2. Develop list of nutritious snacks

3. Importance of setting the proper example

4. Importance of rest and relaxation

   a. Establish balance between active and quiet activities.
   b. Give children a measure of uninterrupted time
   c. Help children learn to enjoy quiet
   d. Teach children how to relax
   e. Arrange furniture appropriately
   f. Importance of proper lighting
   g. Use of music and/or stories
   h. What to do with those children who don't want or need to rest

Objective 3
TO IMPLEMENT A CURRICULUM ON HEALTH

Introduce the idea that health responsibility includes the implementation of a curriculum that focuses on health, hygiene and nutrition. Select one craft from the Trainee's Manual Suggested Activities and complete as a group. When the craft is completed, develop a Think Through Sheet for the total group. Next, break into small groups so that each group can choose a craft or activity. Implement it in role play and write up a Think-Through Sheet.

POST TEST

True or False:

1. It is no longer necessary to protect children from polio — F
2. All children should be vaccinated against scarlet fever — F
3. Children in the classroom complaining of headache can be given aspirin if their parents have signed a permission sheet — F
4. Rubella is another name for scarlet fever — F
5. Pertussis is another name for whooping cough — T
6. Five year olds should be given DPT booster shots — T
7. There is no mumps vaccine — F

III

LEARNING ENVIRONMENT

AGENDA

Review of Unit II: Health	20 Minutes
A. Overview of Unit III: Learning Environment	30 Minutes
1. Definition	
2. Rationale	
3. Objectives	
B. Starting Points	20 Minutes
1. Pre-Test of Knowledge	
2. Self-Assessment of Skills	
BREAK	15 Minutes
C. Objectives	
1. To Describe the Educational Plan of your Child Care Center	45 Minutes
2. To Develop a Floor Plan for Your Classroom Which is Consistent With Your Education Plan	40 Minutes
3. To Describe the Organization and Contents of Three Interest Centers	40 Minutes
D. Challenges	15 Minutes
E. Evaluation	15 Minutes

PRETEST

Directions: *Match these words with their definitions*

B Educational Plan	C Curriculum
A Statement of Purpose	E Milestones or Enabling Objectives
D Long Term Objectives	

A. Program goal or rationale stated in very general terms.

B. This includes a statement of purpose, long term objectives, and enabling objectives or milestones.

C. A sequence of activities written for children to accomplish, an educational objective.

D. Description of expected outcomes in accordance with the statement of purpose.

E. Specific plans for accomplishing an objective including what sorts of things will take place when.

Directions: *Place these items in their proper place*
(If you feel they belong in either of two places, draw two lines.)

Directions: *Identify the problem in this schedule*

8:30 a.m.	Circle Time	11:30 a.m.	Circle Time
8:45 a.m.	Individual Selection of Interest Centers	11:45 a.m.	Prepare for Lunch
		12:00 noon	Lunch
10:00 a.m.	Outdoor Play	12:30 p.m.	Brush Teeth
10:30 a.m.	Snack Time	12:45 p.m.	Nap
10:45 a.m.	Return to Interest Center	2:45 p.m.	Dismissal

Problem: _____

_____

_____

OVERVIEW

Begin with a discussion of the definition, rationale, and objectives. Talk about Piaget's contribution to early childhood and our understanding of the learning process. Bring out the following points:

--Children learn by active exploration, manipulation, and experimenting. They are not like sponges that simply soak up knowledge.

--When faced with a new experience, children deal with it using the repertoires that they have already developed.

--If the new experience is too remote, or the task too difficult, these repertoires will not work, and the child will stop trying.

--If the new experience is exactly like old experiences, the old repertoires will work fine and the child will learn nothing new.

--If the new experience has elements of the old but also has new facts, it represents a moderate challenge and the child will modify his repertoires in order to deal with it. It is this kind of modification that spurs development and inspires intellectual growth.

--In the ideal early childhood environment the teacher serves as a facilitator arranging the environment so that every child has the opportunity to face the appropriate challenge that promotes intellectual development.

In this unit we focus on the physical environment of the classroom. We begin by describing the educational plan which indicates the kind of classroom we are trying to create. The educational plan gives us the purpose and objectives of the program. A classroom environment is one way of expressing the purpose and achieving the long term objectives.

If you are in a Head Start Program a good way to describe the components of the educational plan is to get a copy of your Head Start plan. If you are not in Head Start, you will need to spend time discussing the components of a plan and giving some examples.

Next, talk about the statement of purpose. Statements of purpose are the rationale for a child-care's existence. They usually describe the population that the center serves and the kind of service it provides. If a brochure on the center has been developed it is likely that it will begin with a statement of purpose.

Examples:

--"Sunny Gardens is a day care center for children of working mothers designed to provide children with a safe and healthful environment where they can learn to play with other children."

--"The See-Saw Child Center is a program for blind and partially sighted pre-school children that provides special training in mobility and listening skills."

--"Kiddie Korner is a half day private pre-school program that provides children with an academic program that prepares them to perform well in kindergarten."

--"Good Neighbor Center is a federally sponsored day care facility that provides bilingual experiences for newly immigrated Mexican-American children, and encourages cultural sharing by bringing together children from different ethnic backgrounds."

Once a center has identified its statement of purpose, long term objec-

tives can be formulated which describe in broad terms the kinds of outcomes the center is striving to achieve.

In the Good Neighbor Center, for instance, one outcome might be that the children in the center will learn to speak both Spanish and English. A second outcome might focus on learning more about their own ethnic traditions and the ethnic traditions of other children in their class.

The second objective of this unit deals with the development of a floor plan. We will develop a set of guidelines for the organization of space and the placement of learning centers.

The final objective will focus on the selection of materials and the placement of materials within the learning centers. A major concern here is how do we arrange materials in a logical way so that the children have access to them, and so that returning them to their right place is an exercise in sorting and matching.

OBJECTIVES

Objective 1
TO DESCRIBE THE EDUCATIONAL PLAN FOR YOUR PROGRAM

Begin by discussing the component parts of an educational plan. Find out if the Trainees are familiar with the plan that is in effect in their center. In most cases, if there are Head Start teachers among your Trainees they will be able to describe the educational plan that was developed for their program.

When the group is familiar with what an educational plan is, begin a discussion in which the following points are covered:

1. The importance of having an educational plan.
2. Who is responsible for developing the plan?
3. Who is the responsible person for sharing the plan with the staff and the parents?
4. Who monitors an educational plan?
5. How often should an educational plan be revised?

Enabling objectives or milestones accompany long term objectives. If the long term objective is ethnic sharing, an enabling objective might be the sponsoring of a series of ethnic suppers; samplers where each family participates in a pot luck supper with different ethnic dishes. A second objective may be the development of interest centers using holidays around the world as a theme. If this first enabling objective were turned into a milestone it would read:

By the end of the spring term a series of six family share nights shall be completed with 75% family participation.

Objective 2
TO DEVELOP A FLOOR PLAN FOR YOUR CLASSROOM CONSISTENT WITH YOUR EDUCATIONAL PLAN

Discuss the differences between the traditional and the interest centered classroom. Bring out the following points:

1. In a traditional classroom the major role of the teacher is to direct the group.

2. In an interest centered classroom the teacher spends more time in the role of facilitator.

3. In a traditional classroom the whole class does the same thing at the same time and most of the communication flows from teacher to class rather than from child to child.

4. In an interest centered classroom children have the opportunity to make choices and to interact with other children in small groups.

5. Materials in a traditional classroom are usually put away until they are required for an activity.

6. In an interest centered classroom material is placed on low shelves and tables where children have full access.

7. In a traditional classroom the children learn what the teacher teaches.

8. In an interest centered classroom there are more opportunities for discovery learning. There is also incidental learning taking place as children learn about the way the materials are grouped and arranged.

Interest Centers:

Talk with the group about selecting the number of interest centers in accordance with the size of the room. Because an interest center gains its intimacy by partially closing off the space - space used for an interest center is essentially "used up". For some classrooms it is impossible to have more than one or two interest centers. In larger classrooms the whole room may be divided into interest centers.

As preparation for drawing a classroom layout, provide each small group of six Trainees with the following materials:

--A large sheet of paper

--An envelope of precut shapes to represent book shelves, round and square tables, easels, a teacher's desk

--Some glue

Each group can use the materials to construct a classroom - labeling the interest centers. When each group has finished have a "share and tell" session.

Objective 3

TO DESCRIBE THE ORGANIZATION AND CONTENT FOR THREE INTEREST CENTERS

The activity you select to accompany this objective will depend upon how much time you have to prepare or how much group time you have allotted for the activity. If you are really short of time you may want to choose one interest center (Example - a store) and let the group decide what kinds of material to put in it. You can go around the room asking each person to "donate" one item to the center. Write the items on the chalkboard as they are mentioned.

A second option takes more of your time and more of the Trainee's time but it is more of a hands-on activity. Cut out pictures of items that can be placed in a classroom. Give each small group of six or so Trainees an envelope of cut outs as a contribution to their center. Ask the group to assume that the materials you have given them are their only materials. (Fortunately, they do have

book shelves and low tables.) How many interest centers would they create?

As each group talks about its interest centers, ask how the Trainees would arrange the materials on the shelf. Would they use some sort of color or shape code so that the children could return the materials to the right spot?

Summary and Review

A good way to recap the day's session is to develop a list of ways in which an observer can recognize a well laid out classroom. Here are some beginning statements:

1. Children are working independently in small groups in different parts of the classroom.
2. Interest centers are clearly labeled and easy to identify.
3. Materials are arranged on shelves within the reach of the children.
4. There are cubby holes in one section where children can keep their private possessions.
5. Shelves are color, shape, or picture coded indicating where each item belongs.

POST TEST

Place at least six exciting props or items after each of the following:

GROW & KNOW CENTER (Science)

_____
_____
_____
_____
_____
_____

SHOPPING CENTER (Number Readiness)

_____
_____
_____
_____
_____
_____

RABBIT-HOLE CENTER (Imaginative Play)

_____
_____
_____
_____
_____
_____

SESAME STREET (Reading Readiness)

_____
_____
_____
_____
_____
_____

THINK TANK CENTER (Problem-Solving)

_____
_____
_____
_____
_____
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IV

PHYSICAL DEVELOPMENT

AGENDA

Review of Unit III: Environment (Optional)	15 Minutes
A. Overview of Unit IV: Physical Development	30 Minutes
1. Definition	
2. Rationale	
3. Objectives	
B. Starting Points	30 Minutes
1. Pre-Test of Knowledge	
2. Self-Assessment of Skills	
BREAK	15 Minutes
C. Objectives	
1. To Promote Gross Motor Development	40 Minutes
2. To Promote Fine Motor Development	40 Minutes
3. To Promote Motor Development and Thinking Skills	40 Minutes
D. Challenges	15 Minutes
E. Evaluation	15 Minutes

PRETEST

Directions: *Match the skill with the description of the activity designed to promote it.*

1. Child is given a paper with a car drawn on the left, a road, and a garage on the right. He is asked to draw a line with a crayon taking the car to the garage without falling off the road.
2. Throws a large ball into a basket.
3. Screws a bottle top onto a bottle.
4. Picks up rice with a tweezer and places it in a new container.
5. Stands on one foot for five seconds.
6. Walks on a line.
7. Completes a forward somersault.
8. Wads paper using only one hand.
9. Jumps over rope.
10. Demonstrates a little step, a regular size step and a giant step.
11. Pushes swing very gently and then very hard and predicts how high the swing will go on one push.

___8___ Strength of grasp

___9___ Propulsion or jumping skill

___1___ Eye-hand coordination

___3___ Wrist coordination

___4___ Finger-thumb opposition

___6___ Dynamic balance

___5___ Static balance

___2___ Throwing skill

___7___ Motor coordination

___11___ Discovering relationships and making a prediction

___10___ Demonstrates concept of gradation in a motor act

OBJECTIVES

Objective 1

TO PROVIDE AND SEQUENCE MATERIALS, EQUIPMENT AND ACTIVITIES TO DEVELOP LARGE MOTOR SKILLS AT THE APPROPRIATE DEVELOPMENTAL LEVEL OF THE CHILDREN

Begin by asking the group whether it is harder to keep children on the move or standing still. Launch into a discussion of the importance of gross motor activity for young children, bringing out the following points:

1. Inhibiting movement is very difficult for young children. "Freeze" or "statues" are real challenges.

2. Mastery of the motor skills is of critical importance - children need to practice emerging skills.

3. A primary way of developing social contact is through sharing a motor activity.

4. Many children do not have opportunities to practice motor skills in their home environment.

Discuss the kinds of equipment that can be used on the playground to develop large muscle skills.

Break into small groups and ask each group to list five pieces of playground equipment and five portable items (wagon, balls, tricycles, etc.) that would be appropriate on a preschool playground. What gross motor skills are being developed by each item?

Objective 2
TO PROVIDE AND SEQUENCE MATERIALS, EQUIPMENT AND ACTIVITIES TO DEVELOP FINE MOTOR SKILLS AT THE APPROPRIATE DEVELOPMENTAL LEVEL OF THE CHILDREN

Discuss fine motor skills relating to:

1. Writing; wrist movement, pincer grasp, finger dexterity, eye-hand coordination.

2. Use of tools; arm-wrist-finger coordination, eye-hand coordination, finger-thumb opposition.

3. Arts and crafts; eye-hand coordination, wrist swivel, finger dexterity.

SMALL GROUP ACTIVITY: Cut out a collection of toys and craft activities from early childhood catalogues. Let each group select five "cutouts". For each "cut-out" they must talk about the prerequisite skills for using the toy, the skills that the toy would develop and provide a rationale for having that toy in the classroom. If you have enough time you may ask the group to select a toy that they would not like to have in their classroom.

Objective 3
TO RECOGNIZE WAYS IN WHICH THE DEVELOPMENT OF MOTOR SKILLS CAN PROMOTE CONCEPT DEVELOPMENT, AND TO PUT SUCH A PROGRAM INTO PRACTICE

Discuss ways in which physical activity is related to learning about self, about objects and the properties of objects and about space.

Concepts learned on the playground include:

--Body awareness

--Spatial relationships

--Position in space.

SMALL GROUP ACTIVITY: Let Group 1 draw up a list of prepositions - in, out, between, over, under, etc. and demonstrate an activity which teaches the concept. The other group guesses the concept that is being illustrated.

Let Group 2 make a list of adverbs and adjectives - soft, hard, fast, slow, etc. Illustrate with an activity asking Group 1 to guess the concept. Concepts learned through manipulation include:

1. Properties of objects - example: weight, texture, flexibility.

2. Relationships of objects to each other:

   --Objects that stick together

   --Objects that can be stacked

   --Objects that fit inside other objects.

Redistribute the pictures of toys that were used in the small muscle activity. Ask the groups to describe one concept that can be taught through the toy.

POST TEST

Fill in the blanks using the following words. (Each word or phrase must be used at least once, but may be used more than once.)

a) coordination
b) static balance
c) position in space
d) body awareness
e) spatial relationship
f) eye-hand coordination
g) propulsion
h) grasp
i) wrist swivel
j) finger-thumb opposition
k) dynamic balance
l) reciprocal motion
m) spatial relationship

Tommy was delayed in both gross motor and fine motor development.

He had trouble with _____(k)_____ and could not walk across the balance beam. His difficulty with _____(b)_____ was evident when he tried to stand on one foot or on tip-toe. He had difficulty with _____(g)_____. He could not even jump from one stair or spring up and down on the trampoline. His difficulty with _____(l)_____ was apparent when he tried to pedal the tricycle around the play yard.

In the classroom Tommy also had problems. He could not draw a line with a ruler because of his difficulty with _____(f)_____. He could not take the top off the paste jar because he had a problem with _____(i)_____. He could not put the small pegs in the peg board because of his problems both with _____(j)_____ and _____(f)_____. His _____(h)_____ was weak and he needed help squeezing out the sponge after the table washing activity.

His lack of _____(d)_____ and his difficulty recognizing _____(c)_____ was particularly apparent in circle games. In "Simon Says" he could not follow directions involving touching different parts of his body, and in "Hokey Pokey", or "Do a Little Motion", he was always moving his arms and legs in the wrong direction.

Tommy seemed to have trouble even, with very simple tasks, like putting the blocks away. He lacked an awareness of _____(m)_____ and was always trying to fit the large blocks into the small spaces. With any new motor task like doing a somersault, imitating a finger play or just putting a pair of boots on, Tommy's problems with _____(a)_____ were evident.

V

COGNITIVE DEVELOPMENT

AGENDA

Review of Unit IV: Physical Development	20 Minutes
1. Definition, Rationale, Objectives	
2. Sharing Materials and Experiences	
3. Questions and Comments	
A. Overview of Unit V: Cognitive Development	20 Minutes
1. Definition	
2. Rationale	
3. Objectives	
B. Starting Points	20 Minutes
1. Pre-Test of Knowledge	
2. Self-Assessment of Skills	
C. Objectives	
1. To describe the order in which children learn sorting, ordering, number and relationship skills and to provide opportunities in the classroom for the development of these skills	45 Minutes
BREAK	15 Minutes

2.	Provide children with a learning environment that encourages exploration, curiosity, deductive and inductive reasoning, hypothesis testing and divergent thinking	45 Minutes
3.	To develop themes within the classroom that are meaningful to the children and that provide opportunities for concept development	45 Minutes
D.	Challenges	15 Minutes
E.	Evaluation	15 Minutes

PRETEST

Directions: *Match the activity with the skill it fosters.*

__2__ Inductive thinking __3__ Double classification __1__ Divergent thinking

1. Children are shown a broken egg shell. They are asked to describe how it might have been broken. Ask the children to think about lots of different ways.
2. Children are given items of different sizes and asked to try to fit each of the items one at a time into a pint container. At the end of the experiment, the children tell you why some items fit and others do not.
3. Children are given a set of shapes and asked to put the appropriate shape on the right place in the matrix.

Directions: *Here are some accounts of children's performance. Match the problem column on the right with the description on the left.*

1. Timothy counted to ten: 1, 2, 3, 6, 2, 1, 10
2. Tina was asked to pass out cookies. Miss Anton told her to be sure to give one cookie to each child. There were ten children and twelve cookies. Tina kept passing the cookies around until she had none left.
3. Miss Alice asked Fred to count to five. He counted, 1, 2, 3, 4, 5. Then she asked him to take off his shoe and count his toes. 1, 2, 3, 4, 5, 6, 7, 8, he counted proudly, touching his toes as he recited the number.
4. "How many crayons do you have, Judith?" asked Mr. Gillespie: (knowing full well she had six). "1, 2, 3, 4, 5, 6" Judith counted aloud, carefully touching a crayon as she recited a number. "I have lots of crayons, 3-5 and 6 crayons", Judith answered, matter of factly.

__2__ Lacks one-to-one correspondence

__1__ Unable to count by rote.

__4__ Does not recognize that the answer to how many is the number reached in the count.

__3__ Counts by rote but cannot count objects. (Does not recognize that each object gets one and only one count)

OBJECTIVES

Objective 1

TO DESCRIBE THE ORDER IN WHICH CHILDREN LEARN SORTING, ORDERING, NUMBER AND RELATIONSHIP OR PATTERN IDENTIFICATION SKILLS, AND PROVIDE OPPORTUNITIES IN THE CLASSROOM FOR THE DEVELOPMENT OF THESE SKILLS

Begin by talking about the child as an information processor, taking in information through the senses, processing it in his brain, and using this processed information as the basis of some sort of activity.

What happens when a child processes information?

--He sorts out the information that comes in, putting like things together, creating categories or classifications (that's something to eat and that's not to eat).

--He puts things in some sort of order based on their properties (this comes first and that comes second).

--He discovers ways in which one set of stimuli are related to another set. (my cookie is bigger than your cookie).

We can call these processes "operations". As children practice these operations they gain new understandings about the physical world. They learn about the different properties of objects: color, weight, size, texture and shape. They learn about number and numerical relationships, more, less, half and whole, all and none. They learn about patterns and relationships.

The more opportunities we give children to sort out objects, or group objects according to some property, count objects, arrange objects in a pattern the better prepared children will be to perform academic tasks. Reading, writing and arithmetic require performing mental operations. The child who has plenty of practice with manipulating objects has a good foundation for mental operations.

SMALL GROUP ACTIVITY: Give each group a box full of manipulative toys: peg boards, table blocks, bead stackers, toy cars, animals and stacking toys. Ask the groups to play together with the toys to create some sort of structure. (Group usually create cities, houses, farms, circuses.)

Following the construction talk about some progressions in the development of operations.

Sorting:

Level 1 - Child matches like objects.

Level 2 - Child sorts according to a property, color, size, shape.

Level 3 - Child sorts according to more than one property - that is sorts and resorts. (takes out all the yellow blocks and puts the big yellow ones on one side, the small ones on the other side.)

Ask the group to look at their constructions. What kind of sorting skills has their group demonstrated?

Next talk about the acquisition of ordering skills: putting things in order according to an attribute - from small to big, from light to dark, from light to heavy.

Sequence of Ordering:

Level 1 - Puts 3 or 4 objects in order according to size.

Level 2 - Puts 6 or more objects in order according to size.

Level 3 - Puts object in order according to weight, or texture or sorts pictures according to a time sequence.

Ask the group to look at the constructions. What evidence do they have of their skills in ordering?

Relationship Skills:

Level 1 - Creates a construction with some sort of balance.

Level 2 - Creates a construction with symmetrical elements (same on one side as the other).

Level 3 - Creates a logical pattern with repeating elements (big-small-big-small, red-yellow, blue-red-yellow-blue).

Have the group examine their own structures. What kinds of relationship skills do they have?

Number Skills: Although children do count and do use numbers in constructing a landscape or a block structure, it is difficult to assess number skills by looking at a product. In order to know how well a child understands numbers, you need to ask the child questions or give him tasks to perform. Counting skills usually develop in this order:

Level 1 - Counts by rote - 1 - 10.

Level 2 - Recognizes one to one correspondence.

Level 3 - Matches sets with 2, 3, 4 or 5 items and counts objects up to 10.

Ask each group to construct a number activity using the toys from their construction.

Objective 2

TO PROVIDE CHILDREN WITH A LEARNING ENVIRONMENT THAT ENCOURAGES EXPLORATION, CURIOSITY, DEDUCTIVE AND INDUCTIVE REASONING, HYPOTHESIS TESTING AND DIVERGENT THINKING

Discuss each type of thinking skill using the definitions provided in the Trainee's Manual. As you ask questions, let the group identify the kinds of thinking skills you are trying.to promote.

--Are you asking for deductive or inductive reasoning?

--Are you asking the group to test a hypothesis?

--Are you promoting divergent thinking?

SMALL GROUP ACTIVITY: Divide into three or four subgroups. Each subgroup is assigned or allowed to select a theme that would be appropriate to expand at the pre-school level. Next, the group should think about five or six different ways to incorporate the theme into classroom activities. Be sure to include activities that involve gross motor skills, language, small muscle skills, and thinking skills. It would be good to include a craft, an imaginative play set, a story or song, and a sorting and matching game.

POST TEST

Mother: "My son Jeremy is quite precocious," Mrs. Hunt announced with pride. "He counts up to fifteen, he knows his colors, and he knows how to spell cat and dog and stop. I would rather not have him messing around with toys. I think he's ready to learn."

Mrs. White: "Yes, it sounds as if Jeremy is ready to learn lots of new things. I will watch him play today so that I can plan some new and challenging experiences for him."

During the course of the day Jeremy played with the materials that were around the classroom.

He played with the animals and blocks and made enclosures for different animals. He put the cows in one area, the horses in a second area, and the yellow animals (a duck, a tiger and a rabbit) in a third area.

He took down the stacking toy and took it apart. He was successful in putting the largest shapes which had large holes on the bottom of the spindle. Next he attempted to place the smallest pieces. The spindle was graduated so that the small pieces remained on the top. Jeremy pushed hard, but was frustrated and walked away from the toy.

Jeremy played with Tom for a while, who was making a series of bridges out of blocks. Jeremy tried to make a bridge but it didn't work so he arranged his blocks to make a road. Then he went back to the animals and placed one animal on each section of the road. Mrs. White asked him how many animals were standing on his road. Jeremy started counting but his counting finger kept moving faster then his number recital and he could never come out with the same amount. "Twelve-teen," he finally decided.

Next, Jeremy got interested in the peg board. Mrs. White praised him for completing each row with the same color pegs.

At the end of the day Mrs. White decided to fill out the following check list. Can you help her? If you come to a skill that you have not had a chance to observe, mark N.O. (not observed).

	YES	NO	NOT OBSERVED
A. <u>CLASSIFICATION SKILLS</u>			
1. Matches like objects such as cars or animals.	X		
2. Matches like pictures.			X
3. Sorts according to color.	X		
4. Sorts according to shape.			X

	YES	NO	NOT OBSERVED
5. Sorts according to size.	X		
6. Sorts according to weight.			X
7. Sorts according to category. (Separates fruits and vegetables, farm and wild animals, things that go on water, and on land)		X	
B. ORDERING SKILLS			
1. Completes a stacking puzzle with 4 different sizes.		X	
2. Builds a staircase out of table blocks - with 6 or more stairs.			X
3. Builds a tower with ten graduated blocks.			X
4. Orders 6 objects according to weight.			X
C. NUMBER SKILLS			
1. Counts to 10 by rote.	X		
2. Matches sets with 1, 2 or 3 objects.		X	
3. Completes one to one correspondence task with 6 or more items.	X		
4. Counts objects up to 6.		X	
5. Matches sets with 4, 5 or 6 items.			X
6. Counts objects up to 10.		X	
7. Matches sets and numerals up to 10.			X
8. Uses standard to answer the question "how long is it?"			X
D. RELATIONSHIP TASKS			
1. Identifies and corrects error in simple pattern.			X
2. Duplicates a block pattern with 2 colors e.g., red, blue, red, blue.			X
3. Constructs a block tower with 6 or more blocks.			X
4. Constructs a road with 6 or more blocks.	X		
5. Copies a 3-dimensional structure.		X	

VI
LANGUAGE DEVELOPMENT

AGENDA

Review of Unit V: Cognitive Development	20 Minutes
1. Definition, Rationale, Objectives	
2. Sharing Materials and Experiences	
3. Questions and Comments	
A. Overview of Unit VI: Language Development	20 Minutes
1. Definition	
2. Rationale	
3. Objectives	
B. Starting Points	20 Minutes
1. Pre-Test of Knowledge	
2. Self-Assessment of Skills	
C. Objectives	45 Minutes
1. To Recognize that the Basis of Language is Real World Experience and Associate Language Objectives with the Other Activities that Take Place in the Classroom	
2. To Serve as a Good Speech Model by Using Short, Clear and Well Structured Sentences	45 Minutes
BREAK	15 Minutes

3.	To provide a variety of activities that develop receptive language skills	45 Minutes
4.	To provide a variety of activities to encourage expressive language skills	45 Minutes
D.	Challenges	15 Minutes
E.	Evaluation	15 Minutes

PRETEST

Directions: *Match the following sentences with the type of error that the child makes.*

1. I eated my breakfast.
2. I'm gonna git you.
3. The guest was seated by the usher.
4. The boy he ran out.
5. When you going out?
6. Why you aren't going out?

___5___ Omitted the auxiliary
___2___ Mispronunciation
___6___ Wrong word order
___3___ Ambiguous
___4___ Redundant
___1___ "Over-generalization" of past tense rule

Directions: *Which of the following sentences are true?*

___F___ 1. It is a good idea to correct a four year old's grammar.

___T___ 2. The best way to teach a child to use language correctly is to provide the child with good language models.

___F___ 3. Children who cannot pronounce all sounds by the time they are four years old should be referred to speech therapy.

___T___ 4. The best way to handle stuttering is to ignore the stuttering and listen carefully and patiently when the child speaks to you.

___T___ 5. Children should be encouraged to ask questions.

___F___ 6. There is no relationship between imaginative play and language development.

___T___ 7. Children should never be made to feel that the language spoken in their home is in any way inferior.

Directions: *Match the words with their definitions.*

1. Function
2. Vocabulary
3. Receptive language
4. Discourse

___2___ The words the speaker uses to represent real world objects, actions, and relationships.

___1___ The different uses of language.

___4___ Carrying on a conversation.

___3___ The understanding of language.

OBJECTIVES

Objective 1
TO RECOGNIZE THAT THE BASIS OF LANGUAGE IS REAL WORLD EXPERIENCE AND ASSOCIATE LANGUAGE OBJECTIVES WITH THE OTHER ACTIVITIES TAKE PLACE IN THE CLASSROOM

Show the group a tray full of objects of different colors, shapes and kinds. Ask someone in the group to give you a "gimpled" (red) object. As she selects the objects from the tray, say, "No, not that one, thank you. I would like a 'gimpled' object." Continue until she picks up a "gimpled" (red) object. Next, ask a Trainee to select a "goomicky" (round) object, continuing to say, "No, thank you," until she selects an object that is round. Finally, get someone to find an object that is both "gimpled" and "goomicky". Ask the group to translate the word "gimpled" and the word "goomicky".

Using this game as an example, point out that the most difficult thing about learning a language is not learning the words, but learning the meaning of the words or the concept the words represent. Most of the words we use do not stand for a single real word object, state or event. Words are categories. Dog is an animal with four legs, a tail and a bark. Even when a child learns the word "dog", he may not use it appropriately. He may overgeneralize and call every four legged animal a dog, or he may be too restrictive and only apply the word "dog" to a particular kind of dog.

When a child learns a language, he is learning a code or a symbol system that stands for or represents real world objects, actions and relationships. The most critical part of learning a language is learning to classify these real world notions. As the child has experiences with lots of different animals that are called "dog", he builds up a notion of "dogness". Learning the name "dog" is easy. Learning what "dog" stands for is a much more complex process.

Because the development of the meaning base of language is the most critical aspect of language learning, we need to recognize that everything that takes place in the classroom has important implications for language development.

SMALL GROUP ACTIVITY: Divide into four groups. Provide each group with a shoe box of materials that are appropriate for one interest center in the classroom. (Write the name of the interest center on the box.) Each group must demonstrate an activity that would be appropriate for the interest center using the material in the box. The activity should be designed to promote a concept - and the child should learn several words associated with the concept during the lesson. After each group presents its activity, the audience must guess the concept that the group is attempting to teach and the word or words associated with the concept.

Objective 2
TO MODEL GOOD LANGUAGE AND LISTENING SKILLS ENCOURAGING COMMUNICATION AND ACCEPTING NON-STANDARD ENGLISH

Solicit from the group reasons for not correcting a child's grammar, whether the child's grammar is immature or whether he uses a regional dialect, or black English. Make sure to bring out these points:

1. It doesn't do any good to correct the child's grammar. If you correct a child he will repeat the incorrect form as long as he is telling the truth. When they are are first acquiring speech children focus on the meaning rather than the form of language.

2. Children will learn standard English and adult-like speech if they have good models.

3. If you ridicule a child's speech you destroy self-image and can even make the child feel that his family is inferior.

Objective 3
TO PROVIDE A VARIETY OF ACTIVITIES THAT DEVELOP RECEPTIVE LANGUAGE SKILLS

RECEPTIVE LANGUAGE: So far we have been concerned with the meaning base of language. Now let us look at some of the language skills that a child is developing in the pre-school years.

Receptive language or comprehension is the ability to extract meaning from a spoken or written communication. It is easy for parents and teachers to overestimate a child's ability to decode and remember a command. The adult who says to a child, "Go in the other room and wash your hands and then bring me out the hair brush so I can brush your hair," may be overloading the circuit. The child may forget to wash his hands, not because he was forgetful or disobedient, but just because it was too much language for the child to process.

What are some of the other reasons why children may not understand our messages?

DISCUSSION: The group should talk about the child's difficulty with abstract words, his problems with metaphors or expressions (translates them literally) his problem with remembering order.

ACTIVITY: Divide into three or four groups. Each group has to make a drawing which represents a child's possible interpretation of a metaphor, e.g., he talked my ear off. He's on the ball. I've been chasing my tail.

Objective 4
TO PROVIDE A VARIETY OF ACTIVITIES TO ENCOURAGE EXPRESSIVE LANGUAGE SKILLS

So far we have talked about the meaning base of language and the child's ability to interpret the language he hears. In this section we look at expressive language skills. As we focus on expressive language skills a first question we ask is "For what purpose does a child use language?"

At this point I am using language to give you information. Now, how am I using language? (To ask a question.) Right - language is used to give information - to ask questions. What else? Continue probing until the group volunteers the following ideas: to manipulate other people, to give directions, to express feelings, to maintain contact, to have fun, to think, to reason.

In order to master language the child must be able to use language in a variety of ways. Ask the group to give an activity that would encourage children to use language to ask questions, to tell a story, etc.

SMALL GROUP ACTIVITY: Write some language skills on strips of paper. Let each group select a strip of paper - and think out and role play a language activity to develop that skill.

Example: Uses language to ask how, when, what and where questions.

Uses language to tell a story.

Uses language to give directions.

Uses language to describe a sequence of events.

POST TEST

1. Match the following activities with the language skills they are most likely to promote.

b	Button sorting activity	a. Receptive language
d	Puppet play activity (Teacher and children all have puppets)	b. Meaning base of language
a	Story time	c. Syntax and articulation skills
c	Reciting poetry aloud	d. Expressive language

* * * *

b	Look at your paper. It has dot patterns: ... . Now listen to my tapping. Find the dot pattern I tap.	a. Sound blending b. Auditory--visual integration c. Auditory discrimination
a	I am going to say the name of an animal very slowly. Can you guess the animal's name? T - I - G - ER	d. Spatial relationship
d	See this stick boy on the side of your paper. Look at the other stick boys in the row. Find a stick boy that is standing in the same position as the first boy.	
c	Shake these sound cans. See if you can put together the two that sound alike.	

2. A two year old sees a horse and says, "See big doggie."

►(a) The child is recognizing a likeness and over-generalizing.
(b) The child is mixed up.
(c) The child lacks appropriate experiences.
(d) The child is language delayed.

3. A four year old says, "I bited my tongue."

   (a) The child is speaking black English.
   ►(b) The child has learned the rule for past tense but has not learned the exceptions.
   (c) The child is speaking carelessly.
   (d) The child is delayed in speech.

4. The child says, "I don't got no red one." (Select the best response.)

   ►(a) You don't have a red crayon? I'll find you one.
   (b) Say, "I don't have a red one."
   (c) Say, "I don't have a red crayon."
   (d) Repeat after me, "I don't have a red crayon."

VII

PRE-READING SKILLS

AGENDA

Review of Unit VI: Language Development 1. Definition, Rationale, Objectives 2. Sharing Materials and Experiences 3. Questions and comments	20 Minutes
A. Overview of Unit VII: Development of Pre-Reading Skills 1. Defintion 2. Rationale 3. Objectives	20 Minutes
B. Starting Points 1. Pre-Test of Knowledge 2. Self-Assessment of Skills	20 Minutes
C. Objectives 1. To help children develop listening skills through exposure to stories, poems, finger plays and records	45 Minutes
BREAK	15 Minutes
2. To help children develop pre-reading skills including audio-visual integration	75 Minutes
D. Challenges	15 Minutes
E. Evaluation	15 Minutes

PRETEST

Directions: *Match the following skills with their definitions.*

1. sound blending
3. visual discrimination
3. auditory sequencing
4. integration
5. auditory discrimination
6. auditory perception
7. visual acuity

___2___ recognizing same and different with visual stimuli
___7___ how well you see
___6___ ability to interpret what you hear
___1___ ability to put sounds together to make a word
___3___ ability to repeat sounds in the right order
___4___ ability to put together information from 2 different senses
___5___ recognizing the same and different with auditory stimuli

Directions: *Besides selecting the appropriate book, name three other things that are important in reading to children.*

Reading in small groups. *Letting children see the pictures.* *Pre-reading the story.*
Paraphrasing the story when the language is too difficult.
Giving children opportunities to ask questions and make comments.

OBJECTIVES

Objective 1
TO HELP CHILDREN DEVELOP LISTENING AND EXPRESSIVE SKILLS THROUGH EXPOSURE TO DANCING, POEMS, FINGER PLAYS AND RECORDS

STORY TIME PRESENTATION: Story time is a tradition in pre-school classrooms. Most teachers look forward to story time as a way of calming down the children - and involving them in an activity that doesn't create a mess. Story time does calm down children, but it does a lot more than that if we take advantage of all its potentials.

In order to take advantage of the potential of story time we must take a hard look at several dimensions of the story telling experience.

1. The selection of the appropriate book.
2. The setting for reading.
3. The ways of reading to children.
4. The ways that the reading experience is interpreted into the classroom and into the lives of the children.

DISCUSSION: What makes a book right for a group of children? Write on a large chalkboard or sheet of paper the following headings:

THE SUBJECT THE STORY LINE
THE ILLUSTRATIONS THE SETTING

As the group makes suggestions, make a list under the appropriate column.

ACTIVITY: Give four books to each group. Let each group select the book that they feel would be most appropriate for the children whom they teach. Following the selection one member from each group should read the book to the class, jus-

tifying the selection on the basis of criteria developed by the group.

Selecting the appropriate book is an important part of a story reading activity. But even the best story can be destroyed if the setting is wrong. Reading stories to a large group of pre-school children is not an ideal situation. Story reading gains so much more when the teacher sits in the center of a small group where the children can see the pictures, turn the pages, ask questions and make comments. In a small group reading is an interactive process where children not only develop listening and expressive skills, but also experience the joy of reading.

A third cirtical dimension of the reading process is the way a book is read.

Here are some absolute musts:

1. Always pre-read a book.

2. If the language is too difficult for most of the children paraphrase. If it is too difficult for a few of the children read and translate.

3. Let the children talk about the illustrations and the story. The more the children talk to you the more successful the story reading experience.

4. Ask questions that expand the children's thinking - e.g., What do you think is going to happen? Do you think the boy did the right thing?

A fourth dimension that should be considered is the ways in which reading can be integrated into the total curriculum. It works in two ways. A story that children like very much can inspire an art project or lead to a whole sequence in imaginative or manipulative play. On the other hand if a particular concept is being used as a unifying curriculum theme during a given time period, stories can be selected that go along with the theme. Example - the theme for the week may be farm animals. The children can go on a field trip to a dairy farm, make different animal crafts, sing "Old Mac Donald" during circle time and listen to a farm animal story. Another way of encouraging intergration of story time into the whole curriculum is to use a particular story to initiate another activity.

Example: You may read a book on making ice cream and then let the children make ice cream in the classroom.

Objective 2

TO HELP CHILDREN DEVELOP PRE-READING SKILLS INCLUDING AUDITORY AND VISUAL PERCEPTION AND AUDITORY-VISUAL INTEGRATION

READING READINESS: Without a doubt reading books to children is the best preparation for reading. Unfortunately many parents of pre-school children are over-anxious about their children reading and pressure teachers to teach their three and four year olds how to read. Although the occasional three or four year old does learn how to read most pre-school children are not ready for reading. If we insist on teaching them to read we are likely to fail. If we do succeed we may have to sacrifice other experiences that the child should be getting. More seriously, if we force children to learn to read before they are ready we may create negative feelings about reading that are hard to overcome.

But don't despair. There are plenty of ways of preparing a child to read without teaching reading.

PRE-READING SKILLS

1. Visual Perception

In order to read, children need to develop many different sub-skills involving the interpretation of visual symbols. They need to identify same and different. This is called visual discrimination. They need to retain a visual sequence. They need to be aware of spatial relationships.

ACTIVITY: Let's go back and look at some of these visual skills. Write the three skills on the chalkboard.

--Visual discrimination
--Visual sequencing
--Spatial relationships.

Demonstrate an activity that teaches each of these skills and ask the group to point out the skill you are teaching.

--Visual Discrimination: Play a picture lotto game. Begin with matching pictures. Then match according to colors and shapes.

--Visual Sequencing: Put out a row of four picture cards. Tell the child to look at them carefully. Turn them over. See if the child can place each card in a matching set over its mate. Let the child see if he has made the matches.

--Spatial Relationships: Make stick figures out of straw, some with arms up and some with arms down. Show the group the straw figure with arms down. Ask them to find another straw figure that is standing in same position.

2. Auditory Perception

Auditory perception involves the interpretation of the sounds we hear. Just as visual perception is different from visual acuity auditory perception is different from auditory acuity. Acuity has to do with how well you hear. Perception has to do with how well you interpret what you hear.

Some of the auditory skills that are important for reading include:

--Remembering a sequence of sounds (auditory sequencing)
--Recognizing rhymes
--Telling likes and differences in words (auditory discrimination)
--Putting sounds together to make a word (sound blending)

ACTIVITY: Give the group popsicle stick signs (glue circles with words to the end of each stick) with the following skills written on them. (Each stick has 2 skills - one in back - one in front).

--Auditory sequencing
--Rhyming
--Auditory discrimination
--Sound blending

Play "Parrot Jungle". Let the group hold up a sign every time one of the skills on his sign is being taught.

I am Jim the Parrot - trainer, and you are all my parrots.
I'm going to teach you how to talk.
Are you ready parrots?
We'll begin with some sentences.
Bee, bow-ba-doo. Let me hear you say it. (people with auditory sequencing should flash their signs)
Very good, parrots.

Now I am going to say a word very slowly. See if you can guess the word I'm saying.
E - LE - PH - AN - T
That's right - elephant (sound blending)

Now, parrots, I am going teach you a trick. I am going to tap my training stick twice in a row just like this. Sometimes my two taps sound alike, like this. Sometimes my two taps sound different, like this. Clap your wings when my two taps sound alike. (auditory discrimination)

You are very good parrots.
Now let's do some jingles.
See if you can remember how to finish.

I knew a gorilla whose name was
Ganana,
I gave him a bite of my yellow
_____.

I knew a horse whose name was Dapple,
I gave him a bite of my big red
_____.

(rhyming)

So far we have talked about some visual sequencing skills, visual discrimination, visual sequencing and spatial relationships and some auditory perception skills, rhyming, sound blending, auditory discrimination.

ACTIVITY: Get 5 pairs of farm animals. Place one of each pair in a bag. Give several people a turn to reach in the bag and find a match for the animal you pick up.

There is another reading readiness skill that is very important. In order to read we have to put together or integrate information from two senses, information that we have gained through our ears and information we have gained through our eyes. In the feely game we just played what did you integrate? Right. You integrated tactile and visual information. When a child learns to read he looks at a symbol with his eyes and then says the sound that goes with it. When he sees a B he makes a "b" sound. When he sees his name, he says it. By giving children lots of experience integrating information from different senses, we help develop another readiness skill.

DISCUSSION: "I have a parent in my class who insists I teach her son how to read. What do I do about it?"

In the discussion point out that many children who have been exposed to television know their letter names. It doesn't hurt to teach letter names as long as it is done in a fun way. You may confuse children, however, if you try to teach phonics. There are different systems and your system may not be the same as the system used in kindergarten. Besides what's the hurry. There is more than enough to teach. (It is fine to teach a child to recognize his name.)

POST TEST

1. Number the following skill to indicate the order in which they are acquired.

_1_ Turns toward the source of sound

_6_ Plays games with blending and separating

_4_ Identifies rhyming words

_2_ Identifies object that made a particular sound (hears a squeak - selects squeak toy from an array of four toys)

_5_ Recognizes words with like beginning sounds

_3_ Given six film cans, filled with three materials with different sounds, (pennies, pebbles, sand, etc.) can match pairs of sounds together

2. List some games and activities that help teach pre-reading skills.

3. What five ways are you able to perceive the environment?

Sight

Hearing

Touch

Taste

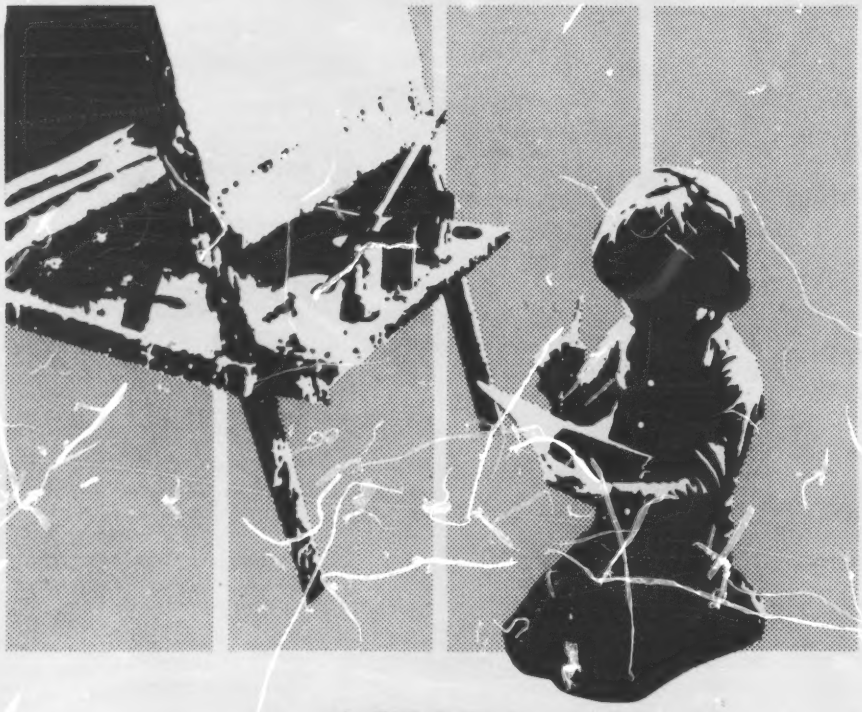
Smell

4. What two senses are involved most in reading?

Sight and *Hearing*

VIII

CREATIVITY



AGENDA

Review of Unit VII: Language Development	20 Minutes
1. Definition, Rationale, Objectives	
2. Sharing Materials and Experiences	
3. Questions and Comments	
A. Overview of Unit VIII: Creativity	20 Minutes
1. Definition	
2. Rationale	
3. Objectives	
B. Starting Points	20 Minutes
1. Pre-Test of Knowledge	
2. Self-Assessment of Skills	
C. Objectives	
1. To Use a Variety of Teaching Techniques to Encourage Children to Think Creatively	45 Minutes
2. To Provide the Children with Materials and Experiences to Enhance Their Appreciation of Beauty	45 Minutes
BREAK	15 Minutes

3.	To Provide Activities and Materials that Encourage Creative Production in Art, Music Movement, Imaginative Plan, Story Telling and Construction	45 Minutes
D.	Challenges	15 Minutes
E.	Evaluation	15 Minutes

PRETEST

(It is appropriate for us to give you a "creative" pre-test.)

Directions: *For each letter in creative – complete the sentence describing a teacher behavior or activity that encourages creativity in the classroom. We'll do the first one.*

1 **Chooses** materials for the children that can be combined and recombined in a variety of interesting ways.

2. **Recognizes** _____

3. **Encourages** _____

4. **Accepts** _____

5. **Tries out** _____

6. **Invites** _____

7. **Values** _____

8. **Every** _____

OBJECTIVES

Objective 1

TO USE A VARIETY OF TEACHING TECHNIQUES TO ENCOURAGE CHILDREN TO THINK CREATIVELY

DISCUSSION: Elicit from the group a list of words that come to their minds when they hear the word creativity. The list will probably look something like this:

Insightful	Jazz	Music
Fun	Originality	Painting
Novel	Unique	New Ideas
Beautiful	Artist	Beethoven
Spontaneous	Sculpture	Gifted
Picasso	Exploring	The Beatles
Talent		

Talk about the list. Some of the words describe the characteristics of creative people. Some of the words are names of people or groups that are creative. Some of the words describe a creative product or the characteristics of a creative product. All of these interpretations are valid. Creativity can be interpreted in a variety of ways. Rather than struggling to find a definition that encompasses all these interpretations of creativity, it is easier to pinpoint its enemies.

Let the group list teacher statements that might discourage creativity in the classroom - e.g.

--We are going to finger paint this morning and I want everyone to do it right.

--What's that you drew on your paper? Is it an airplane?

--Look how nicely Jimmy drew his house. See if you can draw a house just like Jimmy's.

--That's the wrong answer.

Talk about the statements brought up by the group. Why would we consider these statements to be enemies to creativity?

ACTIVITY: Divide into small groups. Give each group a paper bag with an old fashioned clothespin inside. Group members list as many ways of using it as they can. Find out how many unique ways each group lists. Let each group present its most original idea.

Objective 2

TO PROVIDE CHILDREN WITH EXPERIENCES THAT ENCOURAGE AN APPRECIATION OF BEAUTY

In creating a climate for the appreciation of beautiful things, it is important to take into account the level of sophistication of the children. Children are often turned off by an artistic experience that is either too complex or too subtle. In food they like meat and potatoes and ice cream and dislike casseroles, French sauces and exotic vegetables. In music, children enjoy short pieces with strong beats and simple harmonics. In art, children like bright colors and bold designs. If we force children to enjoy a cultural experience before they are ready, we may be creating a long term bias.

Ask the group to name some of the cultural experiences that children really liked and some that they found boring or distasteful. Identify the common feature of the experiences that the children enjoy.

ACTIVITY: Divide into four groups. Each group is sent on an "imaginary" walk down a country road. Before beginning give each group a different set of instructions.

For Group 1: You encounter five pleasing sounds on your walk. List these sounds and describe a creative way of helping children enjoy these sounds.

For Group 2: You encounter five different scents on your walk. List these scents and think up a creative way of helping children enjoy these scents.

For Group 3: You see five beautiful natural things. List the things you see, and describe a creative way to help children appreciate these sights.

For Group 4: You touch five textures on your walk that are pleasing. List a creative way to help children appreciate these sights.

Objective 3

TO PROVIDE ACTIVITIES AND MATERIALS THAT ENCOURAGE CREATIVE PRODUCTION IN ART, MUSIC, MOVEMENT, IMAGINATIVE PLAY, STORY TELLING AND CONSTRUCTION

When we think about providing children with opportunities to be creative, we are apt to think primarily of art products, music making or dance activities. But with a creative teacher, opportunities to be creative are every moment

occurences. Children can construct a fantasy during show and tell, use the dress-up corner to put on a spontaneous performance, or create a structure out of blocks that is uniquely different. The more we value creativity, the more it will happen in the classroom.

So far we have been talking about fostering creativity by appreciating and enjoying it and by providing children with a variety of opportunities to express it. It's a mistake, however, to think that we have done our bit for creativity in the classroom by encouraging children to be creative and by providing the right kinds of materials. A truly creative classroom is the product of a creative teacher - a teacher who finds new ways of involving her classroom in activities that require active participation and spontaneous generation of new ideas.

When we talk about creative teachers we must be careful to define carefully what we mean. It isn't enough for a teacher to create new products for the classroom. A teacher who makes a clever valentine or other craft for the children to color may be stifling the child's creativity. The child takes home a beautiful teacher made product but does not experience the process of creating it. As a matter of fact, the child may not want to try to create by himself because he knows he cannot do as well as his teacher.

Share with the group the following examples of two creative teachers implementing a Halloween activity.

--Teacher I wrote a Halloween poem.

A whole field of pumpkins
Woke up one Halloween.

They wiggled and they jiggled
And created quite a scene.

They quivered and they shivered
And then were heard to cry.

Oh dear, oh dear, how much we fear
We'll soon be pumpkin pie!

She made the class pumpkin costumes out of orange crepe paper, taught them the poem with appropriate actions and let the children perform for the parents at a Halloween party.

--Teacher II also wanted to do something special for Halloween. She wrote a story about some very clever pumpkins, who learned how to walk and talk. The pumpkins decided that Halloween was their holiday. They each found a partner and went out trick or treating.

The first pair of pumpkins, Peter and Paul, went to Mrs. McGuinnis' door. "Trick or treat, trick or treat," they shouted. "I can't give you treats," said Mrs. McGinnis, who thought the pumpkins were children. "You are too fat already."

"Then," said the pumpkins, "we'll have to do a trick." The two pumpkins did a sommersault. Mrs. McGinnis laughed and laughed. "That's a funny trick," she said. "Would you like some raisins?"

The next pair of pumpkins, etc....

The teacher continued with the story, letting the children help to think of a silly trick. (Spinning around, popping up and down, pretending they have a trick.) When the parents came for a party Mrs. McGinnis gave each child a pumpkin cape. She told the story again, and let the children take turns being the trick or treat puppet, thinking up a silly trick. When each team performed a trick, the teacher would repeat, "That's a funny trick, would you like some raisins?"

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DISCUSSION: Both teachers were creative people. Which teacher do you feel used her creativity to the best advantage?

ACTIVITY: Give each Trainee a paper, some paste, a crayon and a few cut out shapes. The Trainees have ten minutes to use the materials to create an animal. The goal is to see how silly or preposterous the animals turn out to be.

POST TEST

A. Here are some ways that teachers encourage creativity. Put an X by the activities that discourage creativity.

X 1. Teacher cut out parts of a bunny so that the children could make their own bunny rabbit.

O 2. Teacher gave each child a paper with a large blue circle. Children were asked to draw a picture using the circle in anyway they wanted to.

X 3. Teacher put on an activity record and helped the children respond to the suggestions on the record.

O 4. Teacher taped small segments from classical records - a ballet, a march, and a lullaby. Children were given silk scarves and asked to walk in a circle waving their scarves with the music.

X 5. Children were taught to recite "The Night before Christmas".

O 6. Children were given turns adding their own stanza - T'was the night before Christmas and ---

B. Describe one additional way of encouraging creativity:

1. With words_____

_____

2. In art_____

_____

3. In music_____

_____

4. In building_____

_____

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C. Here is a list of materials that can usually be found in a well equipped pre-school classroom. Place an X by the materials that promote creativity, an O by those that do not.

X blocks	X water table
O puzzles	O shape sorters
X crayons	X pegboards
X puppets	X chalkboards
X construction toys	X housekeeping toys
O dittos	X clay
O lotto games	X rhythm instruments
O stacking squares	X sand

IX

SELF-CONCEPT

AGENDA

Review of Unit VII: Creativity	30 Minutes
1. Definition, Rationale, Objectives	
2. Sharing Materials and Experiences	
3. Questions and Comments	
A. Overview of Unit IX: Self-Concept	15 Minutes
1. Definition	
2. Rationale	
3. Objectives	
B. Starting Points	15 Minutes
1. Pre-Test of Knowledge	
2. Self-Assessment of Skills	
C. Objectives	
1. To help children develop an accurate image	45 Minutes
2. To help children express positive and negative feelings	30 Minutes
BREAK	15 Minutes

3.	To develop a classroom climate in which children can discuss and share information on their own cultural heritage	30 Minutes
4.	To help children feel good about themselves	30 Minutes
D.	Challenges	15 Minutes
E.	Post-Test	15 Minutes

PRETEST

Directions: *In an attempt to create pride in their heritage, a teacher planned the following activities for her four year old class. Rate the ideas from best to worst.*

4 Franco's mother has been asked to come to the classroom to talk about life in Nicaragua.

1 In the corner of the classroom the teacher has set up a display table. She calls it a special way of sharing. Children who bring in something special from their home, show it to the group, talk about it if they like and then place it on the table. At this moment, the table has a hand-carved canoe brought in by a Seminole child, a Mexican jumping bean, a conch shell from a boy who lives on a houseboat, and a hat from Venezuela.

2 There are ethnically appropriate dolls for each of the three ethnic groups in the classroom.

5 No holidays are celebrated.

3 Holidays important to each of the three ethnic groups are celebrated.

Directions: *Here is a list of statements made by children in nursery school. Place a "B" in front of all these statements that describe bad feelings and a "G" in front of statements expressing good feelings. Which of the children is able to express good or bad feelings in an acceptable way?*

B John—"I hate spinach. It's a yucky vegetable." (accept.)

B Barbara—"He's mean. I'll bop him in the nose."

B John—"That movie made my tummy scared." (accept.)

B Ethel—"You go away. I don't like you."

B Jean—"Mommy told me my cat got sick and I felt sad." (accept.)

G Mary—"It's a pretty day outside. It makes me feel all dancy." (accept.)

Directions: *Circle those statements that would have a positive effect on a child's self-concept. Underline those statements that would have a negative effect.*

1. Jimmy I'm surprised at you. I thought you were too big to cry.

2. Now, Jimmy, you know you can tie your shoelace. Your sister was the first one in the whole class last year to learn to tie her shoelace.

(3.) I like the way you put your crayons away. Why don't you throw away the scrap of paper on your desk, then your whole desk will be nice and clean.

4. You are the nicest child in the class.

(5.) You did a fine job playing the drums. You listened to music and followed the beat very nicely.

6. Why did you throw that block across the classroom? Don't you have any sense?

OBJECTIVES

Objective 1
TO HELP CHILDREN DEVELOP AN ACCURATE BODY IMAGE

ACTIVITY: Begin the discussion of body image by breaking into small groups. Each person in each group is to draw a self-portrait. Pass around letters of the alphabet - one letter to each Trainee. Request that each person write her letter on the self-portraits. Circulate around the small groups, asking each person to make a list of the letter, and their guess as to whose self-portrait it is.

Example:

A. Betty
M. Marcia
C. Douglas
L. Veronica

Ask the people within each group to identify their own pictures and to find out how many people identified them correctly.

QUESTIONS FOR DISCUSSION:

1. Why it is so difficult for most of us to draw a self-portrait when we see ourselves in the mirror every day?

2. What features did we focus on when we attempted to identify each other?

3. Why was it easier to identify some self-portraits than others?

After selecting answers to these questions bring out the following points:

1. Children, like adults, have a better sense of what they look like than their drawings suggest.

2. In drawing a picture of ourselves we tend to be cartoonists - exaggerating the features that appear to us to stand out.

3. When we talk about a child's body image we are describing the ways that a child views his or her own body.

4. Children's view of their body may be a reflection not only of how they perceive themselves as looking but how they feel about themselves.

5. By helping children develop an accurate view of their own bodies we increase their ability to move comfortably in space and at the same time make them feel good about themselves.

6. Knowing what your body is like, recognizing the different parts of your body and how they are attached provides a sense of individual identity and control.

CRAFT: Divide into small groups. Give each group materials to carry out one of the following activities:

1. Life-Size Portraits
Place a large piece of brown paper on the floor. Trace around a doll or teddy bear, (in a classroom of course, you could use a child). Fill in the features using crayons.

2. Body Parts Song
Sitting in a circle have the group sing "This Old Man" making up words to go with each part of the body. As they sing the words they tap with their fingers on the part of the body they are singing about.

3. Make-A-Body
Using a magazine cut out different body parts. Paste the parts together to create a person.

4. Using an ink pad make thumb prints, toe prints, and elbow prints on a sheet of paper. Give each group an opportunity to demonstrate the activity that they have completed.

DISCUSSION: Discuss the value of each activity.

ACTIVITY: Brainstorm other activities that would help children develop an accurate body image.

Objective 2

TO HELP CHILDREN EXPRESS POSITIVE AND NEGATIVE FEELINGS

SMALL GROUP ACTIVITY: Have each group complete the following feeling chart.

A. I got angry this week when

1. _____
2. _____
3. _____
4. _____
5. _____

B. I was sad this week when

1. _____
2. _____
3. _____
4. _____
5. _____

C. I was scared this week when

1. _____
2. _____
3. _____
4. _____
5. _____

D. I was happy this week when

1. _____
2. _____
3. _____
4. _____
5. _____

Following the activity, hold a group discussion comparing the way the children and the adults handle their feelings. Make sure that you bring out these points:

1. Adults, like children, have both good and bad feelings.
2. Having good feelings doesn't make you a good person and having bad feelings doesn't make you bad.
3. Adults are usually, but not always, more aware of the reasons for their feelings.
4. Adults are more likely to express their feelings in words. Children are more likely to express their feelings in actions.
5. Children need to have opportunities to recognize their own feelings and talk about them.
6. It is good to be aware of our own feelings whether they are good or bad, but it is not good to project bad feelings onto other people.

SMALL GROUP ACTIVITY: Give each group paper bags. Using bags as puppets each group acts out a scene where a puppet is angry, sad, extra happy. Decide whether the puppet is expressing his feelings in an appropriate way.

Give members of the group an opportunity to make a feel wheel or a feelings book. A feelings book can be made up of pictures that create a strong emotion or of photos or pictures of people who are demonstrating a strong emotion.

Objective 3

TO DEVELOP A CLASSROOM CLIMATE IN WHICH CHILDREN CAN DISCUSS AND SHARE INFORMATION ON THEIR OWN CULTURAL HERITAGE

DISCUSSION: Talk about cultural stereotypes as a way to making prejudgments

about people. Stereotypes sometimes are useful; if we stereotype year old babies as explorers we will baby proof our houses before they arrive. Unfortunately more stereotypes are harmful; first because we build up stereotypes without enough information, second; because stereotypes don't take into account individual differences.

The first task of teachers is to examine their own thinking and free themselves from ethnic and cultural stereotypes that color their impressions of children. Second, the teachers must find creative ways of taking advantage of cultural differences.

List the major cultures represented by the children's work. Do the groups differ from each other in any of these ways:

--Amount of responsibility given to children
--Value placed on education
--Beliefs about the essential goodness or badness of children
--Heroes or holidays celebrated
--Food, music and artistic preferences

SMALL GROUP DISCUSSION: This is a good opportunity for share and tell. Let each member of the group share a story, a song, a recipe, or a piece of art that reflects his own cultural heritage.

SMALL GROUP SIMULATION: Divide into three groups. Tell the groups that they have been selected to serve on a special committee developing a Heritage curriculum for all the pre-schools in the city.

Give each group one of the following tasks:

1. You are in charge of "My Musical Heritage". You must develop two activities that can be implemented within the pre-schools that will help children know and appreciate the musical heritage of their own ethnic/cultural group.

2. You are in charge of ETHNIC FOODS. You must develop two activities that can be implemented within a pre-school that will help a pre-school that will help children discuss and appreciate ethnic and cultural differences in the selection of preparation of foods.

3. You are in charge of ETHNIC HOLIDAYS. Develop two activities that will help children recognize and appreciate the holidays and celebrations that are important to different ethnic groups.

DISCUSSION: Give each group an opportunity to share its activities with the total group. Elicit from the group additional activities that each of the committees might have developed. Talk about other committees that could have been created.

Examples: A committee on HEROES, a committee on the Clothes Wear, and a committee on the CRAFTS we make.

Objective 4

TO HELP CHILDREN FEEL GROOD ABOUT THEMSELVES

DISCUSSION: Summarize how each of the objectives discussed so far describes ways of helping children feel good about themselves. Ask the group to list other ways in which a classroom teacher can help a child develop good feelings. Be sure that the following points are discussed.

1. Too much praise or inappropriate praise is just as bad as no praise.

2. It is important for teachers to become sensitive to put-downs. If one child is scribbling and all the other children are making neat lines, it is a put-down to the scribbler to say, "I like the

way most of you are drawing straight lines on your paper."

3. Critize the child's actions but not the child. Say, "That loud voice hurts my ears, speak in a soft voice." Don't say, "you are letting yourself get much too worked up. Calm down already."

BRAIN STORMING: Let the group make a list of additional classroom activities that can enhance self-concept.

POST TEST

List two activities that could be placed appropriately in each of the following categories:

1. Activities that help a child develop an accurate body image

   _____

   _____

2. Activities that help a child learn to express bad feelings in a non-hurtful way

   _____

   _____

3. Activities that would help a child from Mexico, Cuba, or Haiti feel good about his/her heritage

   _____

   _____

4. Activities that would enhance the self-concept of a child in your class who thinks of herself as fat or awkward

   _____

   _____

X

INDIVIDUAL STRENGTH

AGENDA

Review of Unit IX: Self-Concept	30 Minutes
1. Definition, Rationale, Objectives	
2. Sharing Materials and Experiences	
3. Questions and Comments	
A. Overview of Unit X: Individual Strength	15 Minutes
1. Definition	
2. Rationale	
3. Objectives	
B. Starting Points	15 Minutes
1. Pre-Test of Knowledge	
2. Self-Assessment of Skills	
C. Objectives	
1. Self-Help Skills	30 Minutes
a. Discussion	
b. Workbook	
c. Self-Help Chart	
d. Age-Appropriate Behaviors	
2. Successful and Challenging Experiences	30 Minutes
a. Discussion	
b. Workbook	

BREAK	15 Minutes
3. Care of Possessions and Environment	40 Minutes
a. Discussion	
b. Workbook	
D. Challenges	15 Minutes
E. Post-Test	15 Minutes
F. Evaluation	15 Minutes

PRETEST

Directions: *Circle those statements that are definitely true.*

1. Children should be toilet trained by two years old.
2. It is realistic to expect four year olds to tie their own shoes.
3. Four year olds should be allowed to use a paring knife if they are carefully supervised.
4. A four year old child who is appropriately independent will not ask an adult for help.
5. A sensitive teacher will direct all of the children's activities to insure that they will always experience success.
6. ► Every child should achieve an appropriate balance between dependence and independence.
7. ► Children who have not developed self-help skills appropriate for their age may be reacting either to a parent who expects too little or a parent who expects too much.

OBJECTIVES

Objective 1
TO ENCOURAGE CHILDREN TO DEVELOP SELF-HELP SKILLS

Before we talk about wanting our children to be independent, we need to be very clear in our own minds as to how we are using the word. Sometimes adults use independence as a positive word.

> "He's an independent thinker. He makes up his own mind about things and is not swayed by the crowd."

At other times we use independence as a negative word.

> "Oh, he'll never go along with the plans. He's so independent. Always got to do things his own way. Whether he's right or wrong."

These two quite different connotations of independence are suggestive of the problem of parents and teachers of young children.

Yes, we want children to be independent. We want them to do things for themselves - to rely on their own resources, to refrain from asking for help when they can do something on their own.

On the other hand we don't want our children to be stubbornly independent. We do not want them to refuse help when they really need it, or to reject an idea or suggestion because it comes from someone else.

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Independence in the very best sense of the word means:

--Learning to do more and more things for youself.
--Holding off asking for help until you have exhausted your own resources.
--Asking for help when you really need it, or when someone else really needs to help you.

A person who refuses help either when he really needs it or when his would - be - helper needs to provide it is not really independent. His self image is too shaky to cope with the "beholden" role. It is very easy to find yourself thinking that helping others is like putting money in the bank, while being helped is like taking out a loan.

When we talk about making children independent we really mean that we would like children to request help only when they really need it, and to cooperate with other children without compromising their own behavioral standards.

If being independent means that you don't rely on other people to do things for you, then no pre-school child is or should be independent.

SELF-HELP SKILLS

One positive way of being indepedent is to learn to take care of your own personal needs.

GROUP ACTIVITY: Ask the Trainees to turn to page 130 in their manual and match each of the skills to the age when a child should achieve it. After they have completed their list they may find a partner to share their lists and discuss similarities and differences.

GROUP DISCUSSION: Give the Trainees an opportunity to discuss their differences about the age at which children should achieve each of the skills.

Point out that there is no absolute right answer to many of the questions. Not only are there individual differences in capability and maturity, but there is family and cultural related differences. In some cultures, children are nursed until they are 3 or 4 years old. In other cultures children are weaned at six months. It is considered wrong to be on the breast for more than six months or on a bottle more than a year.

There are also differences related to situation. A child in a small rural area where all the neighbors know each other will be allowed outside a lot earlier than a child who lives in New York. A child in a large family will learn to dress herself a lot earlier than a first born child where the parent has time to help.

Within the context of their own culture, there are parents who take an extreme position, parents who are unrealistic in the demands of independence they make on their child. On the other hand there are parents who err in the opposite direction, who destroy initiative by discouraging self-help efforts. It is up to the pre-school to set up realistic goals and expectations.

GROUP ACTIVITY: (Trainee's Manual) Using the listed categories have each candidate list the objectives for their classroom.

DISCUSSION: Select Trainees from the group whom you feel are quite articulate. Have them read their list to the group. Have the rest of the group make suggestions for additional objectives or modification of the objectives.

ACTIVITY: Divide into three groups. Each group selects a "ticket" naming one area of self-help skills.

--Dressing Skills
--Bathroom Skills - (toileting and hand-washing)

--Mealtime Skills - (using utensils correctly, pouring drink, setting and cleaning the table, pealing oranges, etc.)

Each group is responsible for thinking up a classroom activity to help develop some aspect of the skill they have selected, and demonstrating it to the group.

Objective 2
TO UNDERSTAND THE IMPORTANCE OF PROVIDING BOTH SUCCESSFUL AND CHALLENGING EXPERIENCES

ACTIVITY: Demonstrate a visual sequencing game with picture cards. Place four cards in a row faced up so that the group can see them. Turn the cards over. Give one Trainee the matching four cards. Let him place each card on top of its match, let him check to see if he is correct.

Now give out a set of paired picture cards to each four Trainees. Ask the Trainees to figure out two ways to make the game easier and two ways to make the game harder. Let the group demonstrate their ideas.

Objective 3
TO HELP CHILDREN TAKE RESPONSIBILITY FOR THE CARE OF THEIR OWN POSSESSIONS AND THE CARE OF THE ENVIRONMENT

It is almost a truism that if young children are introduced to a beautiful classroom, and have made a personal contribution toward its beauty, they will want to keep it that way. A second point to remember is that the distinction between living and non-living things is not as sharp for a child as it is for an adult. With his imagination a child gives life to inanimate things - the teddy bear really really gets hungry, the door bumps his head, and the room that is very familiar keeps him safe and secure. A room that is full of familiar things in familiar places provides a child with a sense of order and serenity.

DISCUSSION: Ask the Trainees to look at their list and pick out those characteristics which they rate as important but which are not true of their classroom.

ACTIVITY: Let each Trainee make a Lovebody puppet. (A Lovebody puppet lives in the classroom and loves to have everybody keep the classroom nice and neat.) Have one of the Trainees demonstrate how to use the Lovebody to encourage children to clean up.

POST TEST

1. Pretend that you are a child care center evaluator. You have been asked to visit a classroom and to find concrete evidence that each of the following objectives have been satisfied. Unfortunately, by the time you arrive in the classroom the children have gone home. Under each objective give examples of two different things observed in the empty classroom that you could use as evidence that the objective is being met.

   Children will develop self-help skills.

   _____

   _____

   Children have opportunities to select materials which are self-conclusive.

   _____

   _____

   Children are encouraged to express their feelings and deal with bad feelings in a positive way.

   _____

   _____

   Children take responsibility for their own possessions and take care of the environment.

   _____

   _____

2. List 5 self-help skills that most children achieve by 4 years old.

   _____ _____

   _____ _____

   _____

   _____

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3. List 3 additional self-help skills that are usually achieved between 5 and 7 years old.

_____

_____

_____

4. Describe 2 ways in which a child is helped by being given a test that is very difficult.

_____

_____

5. Describe 2 ways of helping children take pride in the way their classroom looks.

_____

_____

XI

SOCIAL DEVELOPMENT

AGENDA

Review of Unit X: Individual Strength	30 Minutes
1. Defintion, Rationale, Objectives	
2. Sharing Materials and Experiences	
3. Questions and Comments	
A. Overview of Unit XI: Social Development	15 Minutes
1. Defintion	
2. Rationale	
3. Objectives	
B. Starting Points	15 Minutes
1. Pre-Test of Knowledge	
2. Self-Assessment of Skills	
C. Objectives	
1. To help children recognize and tell their own names and the names of all the children in the class.	30 Minutes
BREAK	15 Minutes

2.	To provide an environment in which children can work cooperatively in small groups or by themselves.	45 Minutes
3.	To provide an environment that fosters pro-social behavior in children and adults.	30 Minutes
4.	To help children respect the personal feelings and the personal property of others	30 Minutes
D.	Challenges	15 Minutes
E.	Post-Test	15 Minutes
F.	Evaluation	15 Minutes

PRETEST

Directions: *Fill in the blanks.*

1. Describe four different ways to use a feeling wheel.

(a) _____

_____

(b) _____

_____

(c) _____

_____

2. List three components of pro-social behavior.

(a) _____

_____

(b) _____

_____

(c) _____

_____

3. If a child really knows his own name, he is able to demonstrate this by:

(a) _____

_____

(b) _____

_____

(c) _____

_____

4. Three good ways of structuring the environment to encourage individual work are:

(a) _____

_____

(b) _____

_____

(c) _____

_____

OBJECTIVES

Objective 1

TO HELP CHILDREN RECOGNIZE AND TELL THEIR OWN NAMES AND THE NAMES OF ALL THE CHILDREN IN THEIR CLASS

WHAT'S IN A NAME: Begin the discussion by asking the candidates to try to recall an embarrassing moment when they couldn't remember somebody's name.

Talk about how adults equate remembering a name with liking and caring and how we are often distressed out of proportion when someone forgets, mispronounces or mispells our name.

Discuss the importance of getting a class roll in advance and making sure we can pronounce each child's name

correctly. Next, describe techniques that teachers can use on that first day of school to make sure that they remember each child's name. (The best memory aide is a polaroid camera).

Describe different ways of playing games and songs that use children's names, like saying the name to rhythm, singing chants and songs that incorporate children's names and changing standard songs in order to substitute a child's name. (Where is Samantha? instead of Where is Thumbkin?)

Let the group come up with other ideas.

When children know that we know their names they feel good about themselves. The next step is for a child to respond to his name when he hears it called. Let the group suggest ways of getting children to respond to their name when it is called.(Circle games-marking lines etc.)

Discuss ways of helping children learn the name of all the children in the classroom, as well as the names of the personnel who work in the center. Include the names of parents and other volunteers who come into the center.

Finally, a critical skill for all children is being able to say their full name when asked. Again, let the group suggest ways of getting children to say their full name.

Objective 2

TO PROVIDE AN ENVIRONMENT IN WHICH CHILDREN CAN WORK COOPERATIVELY IN SMALL GROUPS BY THEMSELVES

DISCUSSION: Begin by passing out some photos of pre-school environments. Ask each person to talk about the photo she is holding.

--Are children in large groups, small groups or working individually?

--How much teacher involvement can they identify?

Talk about ways in which the teacher can facilitate group and individual work without directing it. Include the following:

--Working out a time schedule

--Providing appropriate space

--Arranging materials so that they are accessible and easy to keep neat

--Providing ways for individual work or marking off personal space

--Establishing simple classroom rules

ACTIVITY: Ask each Trainee to write on separate pieces of paper 3 different types of problems that arise in their classroom when children are working either in small groups or individually. Collect the problem sheets and set aside duplicates. Divide the Trainees into small groups (4 or 5 Trainees per group). Pass out one or two problems to each group. Let them brainstorm solutions to the problem and share their solution with the group.

Objective 3

TO PROVIDE AN ENVIRONMENT THAT FOSTERS PRO-SOCIAL BEHAVIOR IN CHILDREN AND ADULTS

DISCUSSION: Ask the group to think of different ways in which children can demonstrate pro-social behavior. Make sure the group talks about the following types of behavior:

--Sharing, comforting another child, helping a child who has requested help.

--Reporting another child's need for help from the teacher.

--Praising another child.

--Taking Turns, befriending a new or shy child, cooperating in an activity.

Discuss with the group. Develop with the group a list of teacher behaviors that encourage the development of pro-social behaviors. Your list should contain the following:

Models cooperative behavior, reads stories with a pro-social theme. Include the classroom materials and equipment like rocking boats, wagons, blocks, imaginative play materials that encourage sharing.

Include imaginative play materials that suggest nurturant or rescue themes. Encourage children to role play.

Use puppet play to help children see more than point of view.

ACITIVTY: Divide into three small groups. Give each group two puppets and one of the following situations:

Situation 1. New child with a hearing loss has come into the room.

Situation 2. The janitor has been unhappy because the classroom floor has been littered with clay and scraps of paper.

Situation 3. The rabbit has been handled too much and is acting nervous.

Ask each group to develop a skit with puppets that would help children recognize a kind or pro-social way of dealing with the situation.

Objective 4

TO HELP CHILDREN LEARN TO RESPECT THE PERSONAL FEELINGS AND THE PERSONAL PROPERTY OF OTHERS

Let the group sit in a circle. Ask each person to say one nice thing about each person. (If the group is large, you can break into more than one circle.)

Explain to the group that this is a magic circle technique. Magic circle activities are used to put children in touch with their feelings. As other children say nice things to them it makes them feel good.

DISCUSSION:

1. What other techniques can we use to help children get in touch with their feelings?

2. How can we help children to recognize their bad feelings?

3. How can we help children redirect bad feelings?

4. What kinds of activities can we implement in the classroom that will help children recognize and appreciate the feelings of other people?

5. Talk about books, records, puppet play, circle games, imaginative play-making masks and other art products.

6. Give group an opportunity to create a feeling wheel craft.

POST TEST

A. Describe three important ways in which pre-school children demonstrate pro-social behavior.

1. _____

_____

2. _____

_____

3. _____

_____

B. Describe three ways a teacher can increase the amount of pro-social behavior in the classroom.

1. _____

_____

2. _____

_____

3. _____

_____

C. Describe three activities that help children learn the names of the children in their class.

1. _____

_____

2. _____

_____

3. _____

_____

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XII

GROUP MANAGEMENT

AGENDA

Review of Unit XI: Social Development		30 Minutes
	1. Definition, Rationale, Objectives	
	2. Sharing Materials and Experiences	
	3. Questions and Comments	
A.	Overview of Unit XII: Group Management	15 Minutes
	1. Definition	
	2. Rationale	
	3. Objectives	
B.	Starting Points	20 Minutes
	1. Pre-Test of Knowledge	
	2. Self-Assessment of Skills	
C.	Objectives	
	1. To establish a daily routine which allows for active and quiet periods	30 Minutes
	2. To share responsibility with other staff members for planning class activities	40 Minutes

BREAK		15 Minutes
3.	To provide for smooth transitions from one activity to another by using a variety of management techniques	40 Minutes
4.	To establish simple classroom rules both for children and adults	30 Minutes
D.	Challenges	15 Minutes
E.	Post-Test	10 Minutes
F.	Evaluation	10 Minutes

PRETEST

1. What is the major difference between a daily schedule and a daily plan?

2. Write 5 tips for making transitions to a new activity smooth.

3. Describe 4 criteria for a good classroom rule.

4. If a classroom is well managed, what would you expect to see in the course of a day?

OBJECTIVES

Objective 1
TO ESTABLISH A DAILY ROUTINE WHICH ALL ALLOWS FOR ACTIVE AND QUIET PERIODS

Have the Trainee's construct a model schedule by going through the following steps:

Step 1 - List the constraints - the fixed events (bus arrival, etc.) over which you have no control.

Step 2 - List the daily routines - lunch, teeth brushing, snack, etc.

Step 3 - List the types of activities you would like to implement on a daily basis, e.g., circle time, individual choice time, small group activities, outdoor play.

--How many group members are happy with the group schedule?

--How many are unhappy? Why?

--How can the schedule be changed to meet the needs of individuals?

Objective 2
TO SHARE RESPONSIBILITY WITH OTHER STAFF MEMBERS FOR PLANNING CLASS ACTIVITIES

Many different factors go into determining what sorts of activities we are going to do in a classroom during a given week. See how many of these factors the group will think about.

1. Is there anything happening that was already planned in advance, e.g., dentist visiting, holiday, field trip scheduled, etc.
2. Do you have a set of objectives in your educational plan, or in the curriculum guide to the model you are using? How will you use your daily planned activities to implement these objectives?
3. Does your curriculum model use a theme of the week or the month? If so, how can you use the theme to express curriculum objectives?
4. What observations have you made in the past week regarding individual and group needs in your classrooms?
5. What new ideas have been contributed by your staff which could reinforce curriculum objectives?
6. Are there any special events that are taking place in your community during the next week that you could capitalize on?
7. Did any of the children or families in the classroom provide a new resource or suggest a special activity?

Once you have listed all the factors that go into developing a plan, talk about each of the factors. Seek out example in which each of these factors played a major part in determining the daily plan.

ACTIVITY: Have the Trainees form groups of 5. Ask them to role play a group planning session in which the goal is to plan the entire set of activities for the following week. After approximately 10-15 minutes, have groups volunteer to share their role play session with the class. Ask for reactions to the responsibilities chosen by each of the group members and the general effectiveness of group planning.

Objective 3
TO PROVIDE FOR SMOOTH TRANSITIONS FROM ONE ACTIVITY TO ANOTHER BY USING A VARIETY OF MANAGEMENT TECHNIQUES

Treat this as a brainstorming session. How many good bags of tricks and ideas can the group come up with in each of the five areas? Because a bag of tricks is something that has to be at your finger tips, role play several of the best "tricks" so that the Trainees become familiar with them.

Objective 4
TO ESTABLISH SIMPLE CLASSROOM RULES BOTH FOR CHILDREN AND ADULTS

Have the class write out all the rules for a classroom they can think of.
--How many of the negative rules can be stated in a positive way?
--Which of the rules are too general?
--Which of the rules are too specific?
--How many of the rules can be taught in context?

Elicit appropriate, positively stated rules for the following activities:

Playing with pets	Clean-up
Small group time	Playground
Individual work time	Dismissal
Lunch time	General rules
Rest time	

POST TEST

1. Mrs. Smith made out the following daily schedule and posted it in her classroom. When her supervisor came into the room he complained that several items that she listed were actually part of the daily plans and did not belong on the schedule. Cross out the inappropriate items.

Morning circle time with show and tell	
Small group reading and number readiness activities	8:30
Morning snack	9:00
Playground activity with parachute	10:00
Firetruck visit	10:30
Wash-up time	11:15
Lunch	11:30
Quiet time	12:30
Making fire hat and fire fighter badges	1:30
Outside play	2:00
Music and movement activity	2:30
Story time "The Big Brave Fireman"	3:00
Dismissal	3:15

2. Mrs. Smith was asked to develop a list of activities for transition time. Ridiculous, Mrs. Smith decided, "If you want children to do something, you tell 'em. I send my kids out on the playground or line 'em up for lunch, and they do what I say. Who needs to waste time on transition activities?"

   Describe three values of transition time.

   _____

   _____

   _____

3. Mrs. Smith decided to let the class make out their own list of classroom rules. Cross out the rules that are inappropriate and rewrite the rules that are too specific, or stated too negatively.

   a. NO spilling milk at lunch time.
   b. NO hitting other children.
   c. NO forgetting your lunch box.
   d. NO knocking down somebody else's block tower without asking.
   e. NO standing on the table.
   f. NO scribbling with red crayon on the chalkboard.
   g. When you take a puzzle from off the shelf you gotta put it back.

XIII

HOME/CENTER

AGENDA

Review Unit XII: Group Management	30 Minutes
1. Definition, Rationale, Objectives	
2. Sharing Materials and Experiences	
3. Questions and Comments	
A. Overview of Unit XIII: Home/Center	15 Minutes
1. Definition	
2. Rationale	
3. Objectives	
B. Starting Points	15 Minutes
1. Pre-Test of Knowledge	
2. Self-Assessment of Skills	
C. Objectives	
1. Communicating with Parents	30 Minutes
2. Understanding the Pre-school Child	45 Minutes
BREAK	15 Minutes
3. Using Parental Skills	30 Minutes
4. Keeping Parents Informed	30 Minutes
D. Challenges	15 Minutes
E. Post-Test	15 Minutes
F. Evaluation	15 Minutes

PRETEST

1. List three (3) ways for parents to use their skills and talents in your classroom.

a. _____

b. _____

c. _____

2. The following resources are commercially available for use at parent meetings.

a. _____

b. _____

c. _____

3. The function of the parent advisory group is to:

a. _____

b. _____

c. _____

4. It is not necessary to reach out to parents because those who want to be involved will initiate contact themselves.

True _____ False x

5. Cooperation between home and school is important because:

a. _____

b. _____

c. _____

OBJECTIVES

Objective 1

TO ESTABLISH GOOD CHANNELS OF COMMUNICATION WITH EACH PARENT SO THAT THERE IS A HEALTHY EXCHANGE OF INFORMATION RELATING TO THE CHILDREN

It is not uncommon for teachers to make a tremendous effort in arranging for parent/teacher conferences, only to find that a large number (always the ones that the teacher most wants to see) don't attend. It is very discouraging. It is easy to understand why teachers are not very enthusiastic about trying new approaches.

Give the Trainees an opportunity to talk about their frustrating experiences. Use these experiences as part of a rationale for inviting parent participation, bringing out the point that parents often avoid conferences because they feel alienated from the school experience and school personnel.

ACTIVITY: On page 114 of Communicating and Working With Parents, The Flexible Learning System-(Far West Laboratory)-a set of criteria is presented for Parent/Teacher Problem Solving.

1. Reflect both parents feelings.
2. Clarify the problem.
3. Raise the alternatives.
4. Encourage action involving both parent and teacher.
5. Plan for follow-through.

Divide into small groups. Ask each group to carry on a sample parent/teacher conference revolving around a problem

and using the five criteria. Discuss the outcome.

Objective 2
TO HELP PARENTS INCREASE THEIR UNDERSTANDING OF THE PRE-SCHOOL CHILD AND INCREASE THEIR AWARENESS OF THE RELATIONSHIP BETWEEN PARENTING TECHNIQUES AND CHILD BEHAVIOR

Emphasize the fact that every time we have contact with parents, we have an opportunity to increase their understanding of the pre-school child. When parents ask questions, it is helpful to show them that the behavior they are concerned about is actually quite common. If the behavior is out of the ordinary, we must share their concern and suggest ways that the parent can get help.

As we discuss the progress of a child with a parent we can help the parent recognize if the child is on target for his age in a non-threatening manner.

--Your son uses scissors very well. I don't expect four year olds to be able to cut out pictures as easily as he does.

--We need to help Jimmy with small muscle coordination. It bothers him that the others can handle buttons and he hasn't mastered it yet.

Following the discussion introduce the Trainees to some of the parent programs and audio/visuals that are available for use at parent meetings.

ACTIVITY: Play two or three filmstrips for parents. Ask the group to discuss.

DISCUSSION:

--What is the objective of the film?

--Is it too elementary or too advanced for their parent group?

--What are the major strengths of the film?

--What are its weakness?

--Would they feel that this film is appropriate for a Head Start parent?

Following the filmstrip suggest that parents, like children have their own style of child-rearing, based on a whole set of beliefs about what is good for children.

ACTIVITY: Pass out the Value Q-Sort. Have the Trainees complete the task and use the results as a basis of discussion about differences in parental values.

Objective 3
TO PROVIDE OPPORTUNITIES FOR PARENTS TO USE THEIR SKILLS IN THE CENTER

Using a chalkboard or a long yellow sheet of paper, begin to make a list of the different ways Trainees have found to use parents in their center.

See if the group can think up additional ideas that may be particularly workable with the working parent.

Example: If a parent is employed at a telephone company, bank, motel, etc., the parent could arrange a field trip to her place of work.

ACTIVITY: Give the group an opportunity to create a Parent Activity Chart. (Example on following page)

Objective 4
TO KEEP PARENTS INFORMED ABOUT CENTER ACTIVITIES AND ENCOURAGE PARTICIPATION IN PARENT ADVISORY GROUPS

Discuss the importance and value of the parent advisory committee. Emphasize the fact that it is considered a critical component in Head Start. You may want to use an organizational chart.

ACTIVITY: Divide into small groups. Ask each group to design a sample newsletter that can be duplicated and sent home to parents.

PARENT ACTIVITY CHART

PARENTS NAME	TYPE OF CONTRIBUTION	DATES	ACKNOWLEDGEMENTS

POST TEST

A. A parent advisory group is most successful when the parents who volunteer to participate are told in advance:

1. _____
2. _____
3. _____
4. _____
5. _____
6.

B. A teacher is giving the following advice to parents. Put an X by those statements that you feel are not acceptable.

_____ A good way to stop biting is to bite back.

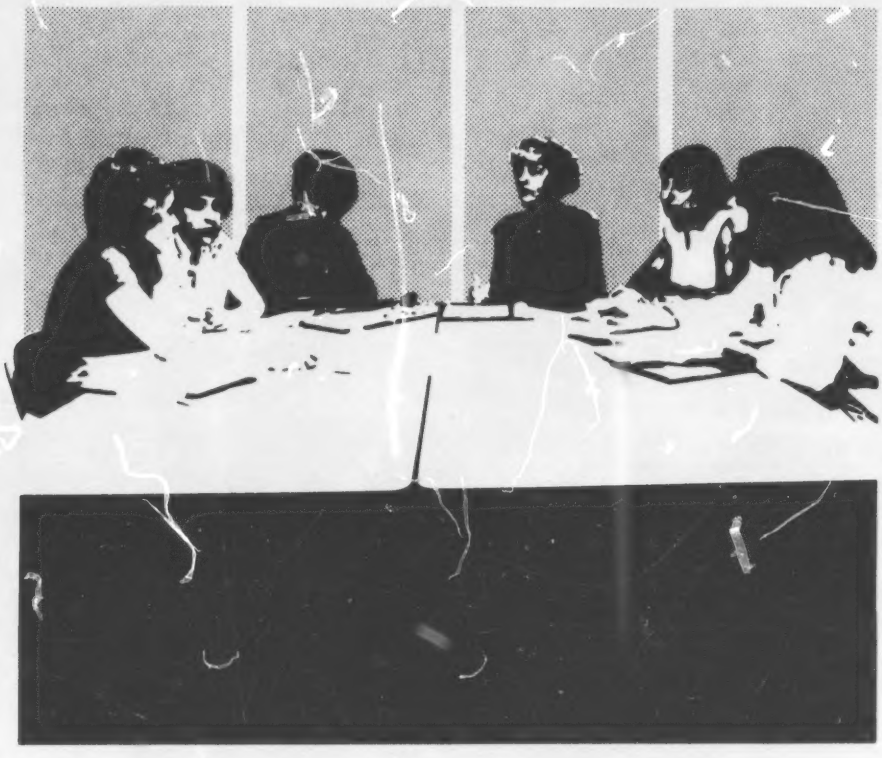
_____ Always hit your child with an open hand rather than a belt.

_____ It is always essential for your child to have four glasses of milk gently, and explain that sharing is a grown-up thing to do.

C. Five good ways of increasing communication with parents are:

1. _____
2. _____
3. _____
4. _____
5. _____

XIV
STAFF



AGENDA

Review Unit XIII: Home/Center	25 Minutes
1. Definition, Rationale, Objectives	
2. Sharing Materials and Experiences	
3. Questions and Comments	
A. Overview of Unit XIV: Staff	15 Minutes
1. Definition	
2. Rationale	
3. Objectives	
B. Starting Points	15 Minutes
1. Pre-Test of Knowledge	
2. Self-Assessment of Skills	
C. Objectives	
1. To communicate and cooperate with other staff members in the center	30 Minutes
2. To develop and use an appropriate system of record keeping to keep track of the children	30 Minutes
BREAK	15 Minutes

3.	To seek opportunities to increase professional knowledge and to serve as a child advocate	30 Minutes
4.	To develop, construct and/or adapt instructional materials to help meet the needs of the children served	60 Minutes
D.	Challenges	10 Minutes
E.	Post-Test	15 Minutes
F.	Evaluation	10 Minutes

PRETEST

1. Anecdotal records are
   a) used by most parents
   b) used to keep track of immunizations
   ► c) written records used primarily in the area of social behavior
   d) no longer used because they are old fashioned

2. Record keeping is only necessary for:
   a) the teacher
   b) the aide
   c) the director
   ► d) all of the above

3. Planning cooperatively is useful because:
   a) it's mandated by state law
   b) the more people involved in planning the richer the curriculum will be
   c) each individual does less work
   ► d) none of the above

4. Make a list of five criteria for good teacher made materials

a. _____

b. _____

c. _____

d. _____

e. _____

5. Provide the full name for at least four (4) of the following organizations:

NAEYC National Association for the Education of Young Children

BCDI Black Child Development Institute

ACEI Association for Childhood Education International

NACDE National Association for Child Development and Education

DCCDCA Day Care Child Development Council of America

NCCY National Council of Children and Youth

OBJECTIVES

Objective 1

TO COMMUNICATE AND COOPERATE WITH OTHER STAFF MEMBERS IN THE CENTER

STAFF COOPERATION: No matter how beautifully a center is working, problems do come up from time to time. In most situations the staff meeting is the best forum for solving minor problems. The staff meeting works well when the staff is mature enough to talk about problems in an open way without finding it personally threatening.

Staff members are able to accept constructive criticism....

--When problems that are settled in a group meeting are not reopened in the corridors after the meeting.

--When the division of responsibility and the job description are clear to everyone so that viable solutions to problems can be worked out.

ACTIVITY: Using the following list or developing your own list, carry out a role play activity with the group. Divide into 3 or 4 small groups. Give each group a problem to solve in a mock staff meeting. After a practice session let each team act out its meeting in front of the total group. Let other groups watch the role play with each member of the audience focusing on the role played by one of the group members in coming to a resolution of the problem. Perhaps one member did not say anything during the discussion. Perhaps a second member put-down everybody else's idea but came up with none of his own. Decide which member role played an effective member of the group and which players played the role of an ineffective member.

Here is a list or problems you might consider:

1. Sometimes a parent is late picking up her child and Mrs. P., the head teacher in the center, is always left to take the child home.

2. We're planning an ethnic fair a week from Saturday. We'd like to make it a success. What will we do?

3. The principal of the school in which we are housed has been complaining about the fact that our children are too noisy in the lunchroom. What can we do about it?

4. Mr. Winthrop, the janitor who has been very friendly to our children is retiring. What can we do to express our thanks for all he's done?

5. One of our parent volunteers who has been basically very supportive has difficulty with confidentiality. She talks around the neighborhood about one of the children in the class whom she classifies as a behavior problem and a second child whom she classifies as a dummy.

Objective 2

TO DEVELOP AND USE AN APPROPRIATE SYSTEM OF RECORD KEEPING TO KEEP TRACK OF THE CHILDREN

ACTIVITY: Using the bead stackers five spindles and beads in five colors, divide the group into fours. Give them the problem of arranging the beads so that there is a different color in each row and a different color in each column. When one group figures out the solution encourage the other groups to keep trying. Stop the activity when all but one group have found the solution.

Let each group talk about how they felt when they got the solution to the problem and how they felt when other people got it and they did not. Emphasize the point that all of us find ourselves in situations where we are the first to solve a problem or do a task and at other times we find ourselves being the last.

If we never have opportunities to be "best" at something, we will think of ourselves as not being capable and we won't want to try new things. If we're always best at everything and never fail, we won't learn how to handle failure, and won't experience that marvelous feeling of - "This was tough for me but I finally made it!"

In order to be sure that the children in our class are getting opportunities, both to demonstrate their accomplishments and to face new challenges and develop new skills, we need to have a simple record keeping system. Perhaps the Trainees already have a record keeping system that is used effectively in their centers. If so, discuss them. If they do not have a usable system, suggest the idea of a Challenge Chart. A Challenge Chart is both a weekly record of accomplishments, and a guide for planning.

During the weekly planning meeting, each child is discussed. What are the skills in the area of self-help, creative expression, gross and small motor development and academic readiness that the child has just achieved? What skills is he in the process of learning? What skills is he ready for? As teachers write down the skills a child has accomplished, they are keeping a weekly record of the child's progress. At the same time, by recording the new skills the child is working on or by suggesting the skills he is ready to try, valuable information is being collected that can be used as a basis of individual and group plans for the following week.

DISCUSSION:

--What record keeping system is used in each classroom?

--How often is it updated?

--How many purposes does it serve?

--Would it be of value to have a challenge chart in the different curriculum areas?

Objective 3

TO SEEK OPPORTUNITIES TO INCREASE PROFESSIONAL KNOWLEDGE AND TO SERVE AS A CHILD ADVOCATE

Begin the discussion of resources by talking about the resources available in each local community that can provide some service to child care of Head Start classrooms. Let the group help you complete the list.

Places to Visit:

Firestations	Museums
Supermarkets	Newspapers
Dairies	Woodworking Businesses
Farms	Bicycle Fix-it Shops
Banks	Zoos
Post Offices	Aquariums
Ice Cream Makers	Libraries

Sources of Speakers or Materials:

Dairy Council of America
Citrus Growers League
Fire-station
Police Station
Public Schools

Now change the focus. What are the resources available to the teacher who would like to improve her own expertise?

ACTIVITY: Develop a resource table in which there is descriptive material from at least the following organizations.

--National Association for Education of Young Children

--Black Child Development Institute

--National Association for Child Development and Education

--National Council of Organizations for Children & Youth

--Day Care and Child Development Council of America

--Association for Childhood Education International

Break into small groups. Give each group a copy of the following grid. See which group is the first to complete the grid.

STAFF

	# of Members	Mission	Publication	Conferences
NAEYC				
BCDI				
ACEI				
NACDE				
DCCDCA				
NCCY				

Objective 4
TO DEVELOP, CONSTRUCT AND/OR ADAPT INSTRUCTIONAL MATERIALS TO HELP MEET THE NEEDS OF THE CHILDREN SERVED

Begin a discussion of some elements of good teacher made materials. Materials should be:

--Attractive
--Durable
--Safe
--Self-Correcting
--Appropriate for the Childen's Level
--Flexible

ACTIVITY: Set up a workshop with samples of many different types of materials. Have Trainees work individually and/or in groups to create crafts. Have the group critique the crafts.

POST TEST

A. List three ways that a teacher can facilitate communication and cooperation between her colleagues.

1. _____

2. _____

3. _____

B. You are discussing record keeping with a group of fellow teachers. Below, provide a rationale for keeping educational records for your students.

1. _____

_____

2. _____

_____

3. _____

_____

C. What are the advantages of teacher-made materials?

1. _____

2. _____

3. _____